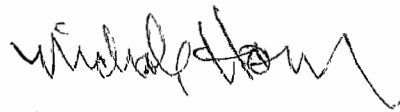


Yosemite Middle

10621666061204

Principal's Name: Nichole Horn

Principal's Signature:

A handwritten signature in black ink, appearing to read "Nichole Horn", written over the printed text "Principal's Signature:".

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

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
Plan Partnership	<i>Assurances for Targeted Support and Improvement Schools (TSI)</i>
School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i>

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

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

Consolidated Program Assurances

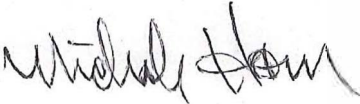
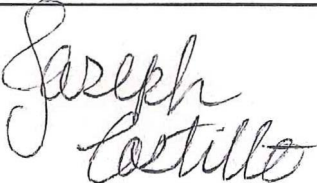
The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Nichole Horn	X				
2. Chairperson - Joseph Castillo					X
3. Debbie Downs		X			
4. Jose Perez					
5. Raquel Yerena				X	
6. Ted Januse		X			
7. Ariel Ocampo					X
8. Jennifer Tapia					X
9. Rob Spencer				X	
10. Veronica Hernandez				X	
11. Natalie Gomes		X			
12. Karla Dominguez			X		
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:			
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	Nichole Horn		3/22/19
SSC Chairperson	Joseph Castillo		3/22/19

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2019/20

Yosemite - 0505

ON-SITE ALLOCATION

3010	Title I	\$49,218 *
7090	LCFF Supplemental & Concentration	\$197,487
7091	LCFF for English Learners	\$60,960
TOTAL 2019/20 ON-SITE ALLOCATION		\$307,665

* 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	\$1,893
Remaining Title I funds are at the discretion of the School Site Council	\$47,325
Total Title I Allocation	\$49,218

Assurances for Targeted Support Improvement (TSI)

- ❖ Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).
 - School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
 - School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress.

- ❖ Additional resources (human capital) available in a “menu of options” for the site team to access to support areas of focus.

- ❖ Professional learning for site leaders and teachers focused on TSI identified student group.

- ❖ Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

Yosemite Middle 2019-2020 - School Plan for Student Achievement (SPSA)

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate (All grade levels)	16.091 %	1.98 %	2017-2018	8.98 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	26.723 %	31.066 %	2017-2018	38.066 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	15.729 %	11.628 %	2017-2018	18.628 %
SBAC ELA Distance from Level 3 (Students w/Disabilities)		-164.2 pts	2017-2018	-149.2 pts
SBAC Math Distance from Level 3 (Students w/Disabilities)		-218.8 pts	2017-2018	-203.8 pts

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)

- Focused lesson planning with clarity of learning objectives and student outcomes, criteria for success, CFU's throughout class, and implementation of high level reading, writing, speaking, and listening instructional strategies.
- AC Teams have common daily preps, weekly collaboration, planning, assessment calendars, CFA's and analysis of student learning weekly to identify successes and learning gaps in order to inform their instruction.
- Fidelity to Core SpringBoard Program in all classroom instruction to include daily complex texts, tasks, and student discourse.
- Professional Learning on student collaboration/academic discourse and Tier 1 strategies to include flexible grouping, PLI (Personal Learning Initiative) Model.
- Student Goal Setting and progress monitoring of SBAC, Interims, and CFA's.

SBAC ELA Distance from Level 3 (Students w/Disabilities)

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)

- Student tutorial attendance after school was low
- Students inconsistent in feedback for Goal Setting
- Tier 1 classroom instruction was inconsistent with several new teachers
- Teachers need training in flexible grouping strategies, blended teaching, PLI Model
- AC's looking at student groups outside of whole class data on CFA's
- AC's don't know how to make informed decisions based on SBAC, Interims, or IReady Reading

SBAC ELA Distance from Level 3 (Students w/Disabilities)

- Student tutorial attendance after school was low
- Students with disabilities not focused on as a key student group of focus
- Tier 1 classroom instruction was inconsistent with several new teachers
- Teachers need training in flexible grouping strategies, blended teaching, PLI Model
- Professional Learning for Teachers minimal in working with students with disabilities
- AC's looking at student groups outside of whole class data on CFA's

- Teachers will be informed on how to identify students with disabilities and be made aware of their disabilities and accommodations.
- Teachers will disaggregate data on CFA's for students with disabilities in order to identify successes and learning gaps in order to inform their instruction.
- Co-Teachers will use flexible grouping, PLI (Personal Learning Initiative) Model.
- Co-Teachers will plan side by side with Core Teacher utilizing IPG, ELA and ELD State Standards, SpringBoard Curriculum, and CFA data.
- Cross-Functional Pivot Team will be utilized for coaching of leaders and teachers, data analysis, and problem solving.
- Student Goal Setting and progress monitoring of SBAC, Interims, and CFA's.

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

- Implementation of Math Lesson Design (MLD) for procedural, conceptual, and math task lessons.
- Focused lesson planning with clarity of learning objectives and student outcomes, criteria for success, CFU's throughout class, and implementation of high level reading, writing, speaking, and listening instructional strategies.
- AC Teams have common daily preps, weekly collaboration, planning, assessment calendars, CFA's and analysis of student learning weekly to identify successes and learning gaps in order to inform their instruction.
- Fidelity to Core GoMath Program in all classroom instruction to include daily complex texts, tasks, and student discourse.
- Professional Learning on student collaboration/academic discourse and Tier 1 strategies to include flexible grouping, PLI (Personal Learning Initiative) Model.
- Student Goal Setting and progress monitoring of SBAC, Interims, and CFA's.

SBAC Math Distance from Level 3 (Students w/Disabilities)

- Teachers will be informed on how to identify students with disabilities and be made aware of their disabilities and accommodations.
- Teachers will disaggregate data on CFA's for students with disabilities in order to identify successes and learning gaps in order to inform their instruction.
- Co-Teachers will use flexible grouping, PLI (Personal Learning Initiative) Model.
- Co-Teachers will plan side by side with Core Teacher utilizing IPG, Math and ELD State Standards, GoMath Curriculum, and CFA data.
- Cross-Functional Pivot Team will be utilized for coaching of leaders and teachers, data analysis, and problem solving.
- Student Goal Setting and progress monitoring of SBAC, Interims, and CFA's.

EL Reclassification Rate (All grade levels)

- Students will receive goal setting and criteria for success for ELPAC.
- Students will be given multiple opportunities throughout the day to practice reading, writing, listening, and speaking across various curriculums as well as through digital literacy platforms
- Newcomers will be placed in appropriate ELD/ELA Classrooms to receive intensive support.
- Redesignated students will be celebrated and recognized as well as progress monitored.
- Teachers will continue Lab School Wok in implementing integrated and designated strategies to meet the needs of ELL students.
- Teachers will implement of keystone pedagogies (Lab School/West Ed) in order to get students

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

- Student tutorial attendance after school was low
- Students inconsistent in feedback for Goal Setting
- Tier 1 classroom instruction was inconsistent with several new teachers
- Teachers need training in flexible grouping strategies, blended teaching, PLI Model
- AC's looking at student groups outside of whole class data on CFA's

SBAC Math Distance from Level 3 (Students w/Disabilities)

- Student tutorial attendance after school was low
- Students with disabilities not focused on as a key student group of focus
- Tier 1 classroom instruction was inconsistent with several new teachers
- Teachers need training in flexible grouping strategies, blended teaching, PLI Model
- Professional Learning for Teachers minimal in working with students with disabilities
- AC's looking at student groups outside of whole class data on CFA's

EL Reclassification Rate (All grade levels)

- Students not given as many opportunities to go deep into the text in Science and History utilizing Lab School (West Ed) instructional strategies with several new teachers

deeper into the text in order to increase their reading, writing, listening, and speaking achievement.

- Teachers will receive training on ELD, ELPAC, as well in the embedded resources in SpringBoard and GoMath.
- Teachers will identify who they are and provide them with as many strategies necessary in increasing their learning.

Effectiveness: On track to make progress for all Goal 1 targets

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

- Funds to be allocated for increasing student ratio of computers in core classrooms to support blended learning and digital literacy in classrooms.
- Funds to be allocated to increase professional learning for teachers to include conferences, on site PL with outside providers, and within district supports.
- Funds to be allocated for students to have access to additional supports before school, lunchtime, and after school

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.

- Maximizing use of tutorials in collaboration with the parent(s)
- Schoolwide use of goal setting with all students
- Professional Learning, side by side creation/revision of unit/assessment/daily lessons, and coaching in 1) Lab School, 2) PLI, 3) MLD, and 4) Students with Disabilities

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:

- ELA Interim Scores showed: 7th Grade ELA scores for 18-19 similar to 17-18; 8th Grade ELA scores showed increase
- Math Interim Scores showed: Math 7 scores decreased; Math 8 scores slightly decreased for Interim I then increased for Interim II
- Redesignation scores increased from 2% to 10%
- Budget priorities:
- Fund before school, lunchtime, and after school tutorials
- Computers and carts needed in all classrooms to support blended learning and digital literacy

2 ELAC:

- ELA Interim Scores showed: 7th Grade ELA scores for 18-19 similar to 17-18; 8th Grade ELA scores showed increase
- Math Interim Scores showed: Math 7 scores decreased; Math 8 scores slightly decreased for Interim I then increased for Interim II
- Redesignation scores increased from 2% to 10%
- Budget priorities:
- Fund before school, lunchtime, and after school tutorials
- Increase parent communication to students in tutorials

3 Staff:

- ELA Interim Scores showed: 7th Grade ELA scores for 18-19 similar to 17-18; 8th Grade ELA scores showed increase
- Math Interim Scores showed: Math 7 scores decreased; Math 8 scores slightly decreased for Interim I then increased for Interim II
- Redesignation scores increased from 2% to 10%
- Budget priorities:
- Fund before school, lunchtime, and after school tutorials
- Computers and carts needed in all classrooms to support blended learning and digital literacy

- New projectors needs for classrooms
- Allocation of funds for conferences to support site professional learning and creating teacher leads
- Increase parent communication on specific tasks students need to complete

- Allocation of funds for conferences to support site professional learning and creating teacher leads
- SPED-General Ed Teacher co-teaching professional learning together for common prep, or additional stipend
- More student incentives for achievement
- Continue MLD in math classrooms
- Student planners
- iReady Reading and Math

Action 1

Title: Increase ELA/Literacy Achievement

Action Details:

Yosemite will increase student literacy in ELA as measured by the SBAC, FUSD Interim Assessments, and CFAs. Yosemite will implement a comprehensive program through SpringBoard, Lab School and PLI.

- Tier 1
 - Students will work in challenging content on a high quality text in all core classrooms.
 - Students will learn the literacy of each content area academic demands through reading, writing, and speaking about the text.
 - Students will have access to digital resources for literacy and computer access in all classes, including iReady.
 - Students will work in classroom environment with high expectations by the use of CHAMPS.
 - Teachers will goal set with all students for academics.
 - Teachers will review learning targets and criteria for success in order for students to meet the learning target(s)
 - Teachers and leaders will receive professional learning; side by side processing, design and analysis; and coaching on Lab School strategies (West Ed), PLI, and working with students with disabilities
- Tier 2
 - Students will be identified through SBAC, FUSD Interim Assessments, and/or CFAs.
 - Students will receive additional in-class support through the use of flexible grouping and blended learning.
 - Students will be given opportunities for before school or after school tutorials. Parent and student communication of progress will be included.
 - Teachers will receive professional learning on addressing tier 2 students needs inside of the classroom through flexible grouping and blended learning.
- Tier 3
 - Students will be identified through SBAC, FUSD Interim Assessments, CFAs, and a Universal Screener.
 - Students will receive additional in-class support through use of flexible grouping and blended learning.
 - Students will receive additional time before school or at lunchtime for tutorial. Parent and student communication of progress will be included.
 - SPED Teachers, Co-Teachers, and Leaders will work with Cross-Functional Team for professional learning, data analysis, side by side processing, coaching, and problem solving.

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 Assessment

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

Teachers/Admin

[Timeline:](#)

August 2019

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

FUSD Interim Assessments

Owner(s):

Teachers/Admin

Timeline:

October 2019 & Feb 2020

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

Common Formative Assessments - Teachers create cfa's (e.g. common exit tickets) and CFAs (e.g. unit assessments, EA's) based on state standards, and scope and sequence.

Owner(s):

Teachers/Admin

Timeline:

Weekly small cfa's
Monthly CFAs

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

IPG: Classroom walkthrough data tool focused on the IPG will show overall increase in implementation of challenging content from Somewhat to Mostly and Yes using Tenets 2A, 2B, and 3. Admin will monitor the implementation of academic discourse which is reflected in the IPG.

Owner(s):

Teachers, AC's, ILT, Admin

Timeline:

Weekly

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

Data Chat's quarterly with individual teachers, including SPED teachers, on progress of all students, individual students, and students with disabilities. Student achievement protocol for CFA analysis and student learning will be utilized. Teacher will share out successes and learning gaps for students and self.

Owner(s):

Teachers, Admin

Timeline:

Quarterly

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

AC's collaborate to create, evaluate, and analyze data to increase student performance.

Owner(s):

Teachers, AC Teams

Timeline:

Weekly

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

Professional Learning for all teachers in Lab School (West Ed) in utilizing instructional strategies to increase literacy for all students.

Data - Usage of Keystone Pedagogies in lessons, student artifacts brought to AC's

Owner(s):

Teachers, AC Teams, Admin, EL Services

Timeline:

Monthly Coaching and/or PL

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

Professional Learning for lead teachers in PLI, Personalized Learning Initiative. Goal is to continue increasing student discourse utilizing a digital platform for student collaboration. Leads will become Trainer of Trainers and lead PL with staff.

Data - Increased student discourse, IPG data points

Owner(s):

Lead Teachers, Admin

Timeline:

Quarterly PL for Leads

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

PSAT

Owner(s):

Teachers, Admin

Timeline:

October 2019

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

Professional Learning on Learning By Doing to increase the capacity and performance of AC/ PLC teams

Owner(s):

Teachers, Admin

Timeline:

August Launch
Weekly AC Meetings

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

- Students will utilize digital resources in classrooms for flexible grouping. (Allocate for student computers, carts)
- Students will goal set utilizing SBAC, Interims, CFA's, Grades as well as increasing parent communication (Allocate for quarterly student planners, After School Lead-Spanish Translator)
- Students to receive tiered levels of support. (Allocate for PL, conferences, teacher stipends for tutorials)
- Students will receive recognition for achievements and efforts (Allocate for student incentives, certificates, food items, medals, trophies, busses, reward activities)
- Students in Dual Immersion will have Spanish Language Arts and History (7th)/Science (8th) in Spanish and the rest of their courses in English. (Allocate for Spanish reading materials)
- Students will have digital classrooms. (Allocate for projectors, bulbs, tv/monitors, speakers, printers, ink, sound cords, extension cords, computers, furniture for collaboration-group tables and chairs)
- Students in tier 2 and 3 will have additional supports outside of class (Allocate for TSA, teacher stipends, iReady)
- Students will have access to library (Allocate for books, online and print subscriptions, computers, furniture for collaboration - group tables and chairs)

Specify enhanced services for EL students:

- Teachers will know how to identify their EL students and be able to speak to their proficiencies on ELPAC
- Yosemite is a Lab School (FUSD EL Services & West Ed) in progressing on how to effectively utilize ELD standards and integrate best practices for all students utilizing keystone pedagogies, and the Teaching and Learning Cycle.
- Use of additional technologies outside of classroom as needed (Allocate for iReady Reading, Mango, student tablets)

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

- Parents will be notified of students SBAC, PSAT, ELPAC, and FUSD Interim Assessment Scores with an explanation of what is expected at grade level and what parents can do to help at home.
- Parent Coffee Hour will include informing parents about SBAC, FUSD Interim Assessments, and ELPAC.
- Parent Conferences, Back to School Night, Open House, Student Celebrations for Achievement (Allocate for child care, translation, security, food)
- Parent University Classes
- ELAC
- SSC
- Parent Portal
- Edutext
- Goal 2 specialist/After School Lead-Spanish to translate and connect families to Yosemite
- Additional Spanish Translator in office

Specify enhanced services for low-performing student groups:

- Students with disabilities
 - Case managers will meet individually with students to discuss goals and goal setting
 - Students and parent will be individually contacted to encourage regular participation in tutorials before, during, and after school tutorials
 - SPED and GE Teachers will work together to understand students accommodations in order to increase their achievement
 - Co-Teachers will work together to co-create engaging lessons that utilize flexible grouping or blended learning on a regular basis.
 - Cross-Functional Team to work with teachers and leaders at increasing achievement
- African American Students
 - Students who do NOT have a disability will also have access to before or after school tutorials
 - Students will have access to library computers or check-out student tablets
 - Students will receive academic mentors along with other support as needed, or pathways to available resources.

Describe Professional Learning related to this action:

- Accountable Communities: Each AC will become proficient at utilizing CFA's by using Learning By Doing, creating smart goals, deconstructing standards and released SBAC items, creating CFA's aligned to content and literary standards; analyzing data by grade level, course, period, and student; planning for intervention and next steps; and reflecting on implementation strategies.
- Ongoing training through FUSD instructional commitments: Increase complex, text, talk, and task through reading, writing, listening and speaking in complex text through district adopted curriculum. Increase student discourse and accountable talk strategies.
- Engage students in grade level state standards through the use of Scope and Sequence Planning, deconstructed standards, and use of progressions across grade levels.
- PL on Training focused on literacy skills across the curriculum/ reading comprehension.
- PL on *Best Practices* at tier 1 by Mattos; *Best Practices* and *Rigorous Reading* by Fisher, Frey and *Engagement by Design* by Fisher, and taking action to develop an innovative standardized team.
- PL on Lab School (FUSD EL Services and West Ed) for teaching, modeling, and coaching teachers to use highly effective strategies in order to increase academic language.
- PL on digital literacy through Ed Elements on school teams developing a shared understanding of blended and personalized learning, and learning how to implement these instructional strategies into the classrooms.
- PL on differentiating instructions for students with disabilities in order to maximize their achievement.
- Sub release for teachers

Action 2

Title: Increase Math Achievement

Action Details:

Yosemite will increase student comprehension in Mathematics as measured by the SBAC, FUSD Interim Assessments, and CFA's. Yosemite will implement a comprehensive program through GoMath, Math Lesson Design (MLD), Lab School, and PLI.

- Tier 1
 - Students will work in challenging content on a procedural, conceptual, and task lessons in all math classrooms.
 - Students will learn the literacy mathematical academic demands through reading, writing, and speaking about the text/concept/problem.
 - Students will have access to digital resources for mathematics and computer access in all classes.
 - Teachers will goal set with all students.
 - Teachers will review learning targets and criteria for success in order for students to meet the learning target(s)
 - Teachers and leaders will receive professional learning; side by side processing, design and analysis; and coaching on Math Lesson Design (MLD), Lab School strategies (West Ed), PLI, and working with students with disabilities
- Tier 2
 - Students will be identified through SBAC, FUSD Interim Assessments, and/or CFA's.
 - Students will receive additional in-class support through the use of flexible grouping and blended learning.
 - Students will be given opportunities for before school or after school tutorials. Parent and student communication of progress will be included.
 - Teachers will receive professional learning on addressing tier 2 students needs inside of the classroom through flexible grouping and blended learning.
- Tier 3
 - Students will be identified through SBAC, FUSD Interim Assessments, CFA's, and a Universal Screener.
 - Students will receive additional in-class support through use of flexible grouping and blended learning.
 - Students will receive additional time before school or at lunchtime for tutorial. Parent and student communication of progress will be included.
 - SPED Teachers, Co-Teachers, and Leaders will work with Cross-Functional Team for professional learning, data analysis, side by side processing, coaching, and problem solving.

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

Owner(s):
Teachers, Admin

Timeline:
August 2019

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

Owner(s):
Teachers, AC's, Admin

Timeline:
October 2019, February 2020

Details: Explain the data which will specifically monitor progress toward each indicator target
Common Formative Assessments - Teachers create cfa's (e.g. common exit tickets) and CFA's (e.g. unit assessments, EA's) based on state standards, and scope and sequence.

Owner(s):
Teachers, AC's

Timeline:
Weekly small cfa's
Monthly Module CFA's

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

IPG: Classroom walkthrough data tool focused on the IPG will show overall increase in implementation of challenging content from Somewhat to Mostly and Yes using Tenets 2A, 2B, and 3. Admin will monitor the implementation of academic discourse which is reflected in the IPG.

Owner(s):

AC's, ILT, Admin

Timeline:

Weekly

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

Data Chats quarterly with individual teachers, including SPED teachers, on progress of all students, individual students, and students with disabilities. Student achievement protocol for CFA analysis and student learning will be utilized. Teacher will share out successes and learning gaps for students and self.

Owner(s):

Teachers, Admin

Timeline:

Quarterly

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

AC's collaborate to create, evaluate, and analyze data to increase student performance.

Owner(s):

AC's, Admin

Timeline:

Weekly

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

Professional Learning for all teachers in Lab School (FUSD EL Services and West Ed) in utilizing instructional strategies to increase math performance task writing for all students.

Data - Usage of Keystone Pedagogies in lessons, student artifacts brought to AC's

Owner(s):

Teachers, AC's, Admin, EL Services

Timeline:

Monthly PL and/or Coaching

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

Professional Learning for lead teachers in PLI, Personalized Learning Initiative. Goal is to continue increasing student discourse utilizing a digital platform for student collaboration. Leads will become Trainer of Trainers and lead PL with staff.

Data - Increased student discourse, IPG data points

Owner(s):

Lead PLI Teachers, Admin

Timeline:

Quarterly PL Meetings

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

Universal Screener for Math to be used at onset of year - iReady Math. Student overall score/grade level equivalency will be used with conjunction of SBAC scores to initially identify 7th grade students to before school, lunchtime, and after school tutorials. Students usage of instructional lessons (time) and lessons passed will be monitored. Additionally, iReady math will be utilized in computer electives 2-3 times a week as the success starter.

Owner(s):

Teachers, TSA, Admin

Timeline:

Weekly

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

- Students will utilize digital resources in classrooms for flexible grouping. (Allocate for student computers, carts)
- Students will goal set utilizing SBAC, Interims, CFAs, Grades as well as increasing parent communication (Allocate for quarterly student planners, After School Lead-Spanish Translator)
- Students to receive tiered levels of support. (Allocate for TSA, PL, conferences, teacher stipends for tutorials)
- Students will receive recognition for achievements and efforts (Allocate for student incentives, certificates, food items, medals, trophies, busses, reward activities)
- Students will have digital classrooms. (Allocate for projectors, bulbs, tv/monitors, speakers, printers, ink, sound cords, extension cords, computers, furniture for collaboration-group tables and chairs)
- Students in tier 2 and 3 will have additional supports outside of class (Allocate for TSA, teacher stipends, iReady)
- Students will have access to library (Allocate for tablets, computers, furniture for collaboration - group tables and chairs)

Specify enhanced services for EL students:

- Teachers will know how to identify their EL students and be able to speak to their proficiencies on ELPAC
- Yosemite is a Lab School (FUSD EL Services & West Ed) in progressing on how to effectively utilize ELD standards and integrate best practices for all students utilizing keystone pedagogies, and the Teaching and Learning Cycle to increase academic discourse and achievement on math performance tasks.
- Use of additional technologies outside of classroom as needed (Allocate for iReady Math, student tablets)

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

- Parents will be notified of students SBAC and FUSD Interim Assessment Scores with an explanation of what is expected at grade level and what parents can do to help at home.
- Parent Coffee Hour will include informing parents about SBAC, FUSD Interim Assessments, and ELPAC.
- Parent Conferences, Back to School Night, Open House, Student Celebrations for Achievement
- Parent University Classes
- ELAC
- SSC
- Parent Portal
- Edutext
- Goal 2 specialist/After School Lead-Spanish to translate and connect families to Yosemite
- Additional Spanish Translator in office

Specify enhanced services for low-performing student groups:

- Students with disabilities
 - Case managers will meet individually with students to discuss goals and goal setting
 - Students and parent will be individually contacted to encourage regular participation in tutorials before, during, and after school tutorials
 - SPED and GE Teachers will work together at to understand students accommodations in order to increase their achievement
 - Co-Teachers will work together to co-create engaging lessons that utilize flexible grouping or blended learning on a regular basis.
 - Cross-Functional Team to work with teachers and leaders at increasing achievement
- African American Students
 - Students who do NOT have a disability will also have access to before or after school tutorials
 - Students will have access to library computers or check-out student tablets

Describe Professional Learning related to this action:

- Accountable Communities: Each AC will become proficient at utilizing CFA's by using Learning By Doing, creating smart goals, deconstructing standards and released SBAC items, creating CFA's aligned to content and literary standards; analyzing data by grade level, course, period, and student; planning for intervention and next steps; and reflecting on implementation strategies.
- Ongoing training through FUSD instructional commitments: Increase complex, text, talk, and task through reading, writing, listening and speaking in complex text through district adopted curriculum. Increase student discourse and accountable talk strategies.
- Math Lesson Design (MLD) teaching, modeling, coaching with FUSD Math Coaches and Si Swan
- PL on *Best Practices* at tier 1 by Mattos; *Engagement by Design* by Fisher, and taking action to develop an innovative standardized team.
- PL on Lab School (FUSD EL Services and West Ed) for teaching, modeling, and coaching teachers to use highly effective strategies in order to increase academic language.
- PL on digital literacy through Ed Elements on school teams developing a shared understanding of blended and personalized learning, and learning how to implement these instructional strategies into the classrooms.
- PL on differentiating instructions for students with disabilities in order to maximize their achievement.
- Sub release for teachers

Action 3

Title: Increase EL Redesignation

Action Details:

Yosemite will increase students being redesignated from EL to R-FEP by increasing the number of students re-designating based on ELPAC, SBAC, PSAT, and FUSD Interim Assessments. Yosemite will implement a comprehensive literacy program that integrates ELD standards into instruction in all content areas.

- Tier 1
 - Students will work in challenging content on a high quality text in all core classrooms.
 - Students will learn the literacy of each content area academic demands through reading, writing, and speaking about the text.
 - Students will have access to digital resources for literacy and computer access in all classes.
 - Teachers will goal set with all students.

- Teachers will review learning targets and criteria for success in order for students to meet the learning target(s)
- Teachers and leaders will receive professional learning; side by side processing, design and analysis; and coaching on Lab School strategies (FUSD EL Services and West Ed)
- Tier 2
 - All ELL students will be identified and have a case manager (GLA) and will set goals to make at least one years growth towards proficiency and redesignation.
 - All ELL students will meet quarterly with Academic Counselor/GLA for progress monitoring. Parent communication of progress will be included.
- Tier 3
 - Newcomer students will be placed in an engaging ELD class immersed with language acquisition strategies.
 - ELL + SPED - SPED Teachers, Co-Teachers, and Leaders will work with Cross-Functional Team for professional learning, data analysis, side by side processing, coaching, and problem solving.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

<p><u>Details: Explain the data which will specifically monitor progress toward each indicator target</u> ELPAC</p>	<p><u>Owner(s):</u> Teachers, AC's, Admin</p>	<p><u>Timeline:</u> Aug 2019</p>
<p><u>Details: Explain the data which will specifically monitor progress toward each indicator target</u> SBAC</p>	<p><u>Owner(s):</u> Teachers, Admin</p>	<p><u>Timeline:</u> Aug 2019</p>
<p><u>Details: Explain the data which will specifically monitor progress toward each indicator target</u> FUSD Interim Assessments</p>	<p><u>Owner(s):</u> Teachers, Admin</p>	<p><u>Timeline:</u> Oct 2019, Feb 2020</p>

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

- Students will utilize digital resources in classrooms for flexible grouping. (Allocate for student computers, carts, technology in classroom)
- Students will goal set utilizing SBAC, ELPAC, PSAT, Interims, CFA's, Grades as well as increasing parent communication (Allocate for quarterly student planners, After School Lead-Spanish Translator)
- Students will complete ELPAC Assessment (Allocate for ELPAC Assessors, materials, supplies)
- Students to receive tiered levels of support. (Allocate for PL, conferences, teacher stipends for tutorials)
- Students will receive recognition for achievements and efforts (Allocate for student incentives, certificates, food items, medals, trophies, busses, reward activities)
- Students who are newcomers, if they qualify, will be placed in Dual Immersion will have Spanish Language Arts and History (7th)/Science (8th) in Spanish and the rest of their courses in English. (Allocate for Spanish reading materials)
- Students will have digital classrooms. (Allocate for projectors, bulbs, tv/monitors, speakers, printers, ink, sound cords, extension cords, computers, furniture for collaboration-group tables and chairs)
- Students in tier 2 and 3 will have additional supports (Allocate for TSA, teacher stipends, iReady)
- Students will have access to library (Allocate for books, online and print subscriptions, computers, furniture for collaboration - group tables and chairs)

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

- Students with disabilities
 - Case managers will meet individually with students to discuss goals and goal setting
 - Students and parent will be individually contacted to encourage regular participation in tutorials before, during, and after school tutorials
 - SPED and GE Teachers will work together at to understand students accommodations in order to increase their achievement
 - Co-Teachers will work together to co-create engaging lessons that utilize flexible grouping or

blended learning on a regular basis.

- Cross-Functional Team to work with teachers and leaders at increasing achievement

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

- Parents will be notified of students SBAC, ELPAC, and FUSD Interim Assessment Scores with an explanation of what is expected at grade level and what parents can do to help at home.
- Parent Coffee Hour will include informing parents about SBAC, ELPAC, FUSD Interim Assessments, and ELPAC.
- Parent Conferences, Back to School Night, Open House, Student Celebrations for Achievement
- Parent University Classes
- ELAC (4 times a year)
- DELAC Meetings
- Goal 2 specialist/After School Lead-Spanish to translate and connect families to Yosemite
- Additional Spanish Translator in office
- Allocate for Childcare, Translation, Security

Describe Professional Learning related to this action:

- Accountable Communities: Each AC will become proficient at utilizing CFA's by using Learning By Doing, creating smart goals, deconstructing standards and released SBAC items, creating CFA's aligned to content and literary standards; analyzing data by grade level, course, period, and student; planning for intervention and next steps; and reflecting on implementation strategies.
- Ongoing training through FUSD instructional commitments: Increase complex, text, talk, and task through reading, writing, listening and speaking in complex text through district adopted curriculum. Increase student discourse and accountable talk strategies.
- PL on Lab School (FUSD EL Services and West Ed) for teaching, modeling, and coaching teachers to use highly effective strategies in order to increase academic language.
- PL on differentiating instructions for students with disabilities in order to maximize their achievement.
- Sub release for teachers
- SPED and GE Teachers will work together at to understand students accommodations in order to increase their achievement
- Co-Teachers will work together to co-create engaging lessons that utilize flexible grouping or blended learning on a regular basis.
- Cross-Functional Team to work with teachers and leaders at increasing achievement

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0505 Yosemite Middle School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Teacher Substitutes - also supports G1A2	1,999.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Teacher Supplemental - also supports G1A2	14,000.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: iReady site licenses - also supports G1A2	3,000.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Reg Instruction Materials & Supplies - also supports G1A2. No Food/Incentives.	1,000.00
G1A1	Title 1 Basic	Instruction	Travel			Travel for Conferences - also supports G1A2	1,198.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Education Elements : PLI - also supports G1A2	12,000.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Curriculum Assoc, LLC (iReady) : iReady professional learning - also supports G1A2	12,320.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Ovr			Classified Overtime - also supports G1A2 / G1A3 / G4A2	900.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Classified Supplemental - also supports G1A2 / G1A3 / G4A2	601.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement - also supports G1A2 / G1A3 / G4A2. No Food/Incentives.	2,200.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Substitutes - also supports G1A2	600.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Salaries - also supports G1A2	8,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Reg Instruction Materials & Supplies - also supports G1A2 / G2A1 / G4A1 / G4A2	97,350.00
G1A1	Sup & Conc	Instruction	Travel			: Travel for Conferences - also supports G1A2	6,000.00
G1A1	Sup & Conc	Instruction	Direct Trans			: Bus for Kids - also supports G1A2 / G2A1	1,500.00
G1A1	LCFF: EL	Instruction	Oth Cls-Extr			Bilingual Instruction Classified Extra Time - also supports G1A3 / G2A1 / G4A2	500.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Bilingual Materials & Supplies - also supports G1A2 / G1A3	5,403.00
G1A1	LCFF: EL	Instruction	Local Mileag			Bilingual Mileage - also supports G1A2 / G1A3	500.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	2,000.00

\$171,071.00

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	99.239 %	97.879 %	2017-2018	100 %

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

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

Goal 2 Participation Rate

- Students not engaged were approached by our Goal 2 Specialist/After School Lead (Spanish) in finding areas of interest. Based on interest activities were created to engage students.
- Campus Culture Director, Major, and Minor change from 2017-18 to 2018-19. New team focused on all students in conjunction with Athletic Director in identifying non-participating students and adding in Student Voice in order to include all students.
- Art teacher inconsistent for students throughout year. TSA was able to find tangible curriculum for art students to engage them in meaningful ways.
- Music teacher working to actively recruit students from feeder schools.

Effectiveness: On track to make progress for Goal 2 target

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

Goal 2 Participation Rate

- Restructuring of time frames for Rallies and Bear Fair so all students can attend
- New students to Yosemite need to be identified and encouraged to participate. Inconsistent in welcoming new students through the Bear Cave Activities.
- Students are not able to participate in sports if GPA is under a 2.0. This is the biggest reasons some of our athletes aren't able to participate in sports.

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

- Variety of clubs and activities need to be able to pivot to current student needs and preferences. Funds need to be available to support a wide variety of materials and supplies to reach all students.

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.

- Students enrolling at Yosemite after August will be transitioned through the Bear Cave Activities. New students will meet other students in a structured environment and learn the Yosemite Way from staff.

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:

- Continue with arts, activities, and athletics for students
- Add folklorico and music as clubs for Dual Immersion students that have Spanish Language Arts as their elective.
- Budget for staff advisors to clubs and budget for a wide variety of materials and supplies to support the needs of students to engage in Goal 2 activities.

2 ELAC:

- Continue with goal 2 activities.
- Continue with cultural clubs - M̄CHa, BSU, and Hmong Club
- Continue to fund for staff and budget for materials and supplies for arts, athletics, and activities.

3 Staff:

- Continue to fund and pay staff for being club advisors.
- Consider less paperwork to have a club, so there is more time with kids, some staff want to be advisors but don't want to do the various paperwork in starting a club
- Budget for staff advisors, a wide variety of materials and supplies, busses, travel, and security

Action 1

Title: Increase Goal 2 Activities

Action Details:

Yosemite will maintain and slightly increase all students involved in Goal 2 activities by engaging all students at Yosemite in reaching the 100% engagement from our current 99%. Yosemite will continue to implement new clubs to promote student engagement and belonging as part of our school.

- Tier 1
 - Recruit incoming 7th graders to music electives
 - All incoming 7th graders attend orientation day and WEB Day
 - Inform all students of the variety of athletics and activities at Yosemite through Bear Necessities Class Meetings. Students try-out for sports and sign-up for clubs at club rush
 - Early diagnosis of students under a 2.0. Have them meet with Academic Counselor for grades counseling and problem solving so they can be eligible for sports.
- Tier 2
 - Students new to Yosemite after August identified by Goal 2 Specialist/After School Lead (Spanish) and engage in entry Bear Cave lunchtime activities for meeting new friends and learning the Yosemite Way.
 - Students with misbehaviors are identified by Goal 2 Specialist/After School Lead (Spanish) and connected with athletics and/or activities or creates new activities to interest student in connecting to school. Communication with parent and family is included.
- Tier 3
 - Students identified that have not been connected to Yosemite meet with Goal 2 Specialist/After School Lead (Spanish) in a mentorship building relationships and connections to school. Student is connected with club or sport as possible manager/assistant; becomes Goal 2 Specialist's assistant for Intramurals; co-creates an interest activity and connects to another staff member; or joins an activity.
 - Student needing stronger connections may be enrolled in Men's Alliance, Women's Alliance, or their 1st choice elective.
 -

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

YMS Calendar of Events 2019-20

Owner(s):

Campus Culture Team, Goal 2 Specialist/After School Lead (Spanish), Principal

Timeline:

Monthly

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

Campus Culture Team (Director, Major, Minor) will document engagements and participation on ATLAS weekly. Students involved in clubs with ASP will be monitored.

Owner(s):

Campus Culture Team, Principal

Timeline:

Monthly review

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

Goal 2 Specialist/After School Lead (Spanish) will review monthly engagement data. Students not engaged will be identified and counseled. Staff member will also share school survey data on "I feel like I am part of this school." Discussion on how student can feel that they are part of Yosemite.

Owner(s):

Goal 2 Specialist/After School Lead (Spanish),
Principal

Timeline:

Monthly

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

Goal 2 Specialist/After School Lead (Spanish) will review monthly suspension and misbehavior data in conjunction with engagement data. Students not engaged will be identified and counseled. Staff member will also share school survey data on "I feel like I am part of this school." Discussion on how student can feel that they are part of Yosemite.

Owner(s):

Goal 2 Specialist/After School Lead (Spanish), VP

Timeline:

Monthly

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

- Students will work with Goal 2 Specialist/After School Lead (Spanish) to connect to arts, athletics, and activities.
- Students will receive lanyards to hold their identity and their YMS affiliations to activities and athletics.
- Students will be given opportunities to participate in athletics for 7th and 8th grade teams (football - combined team, basketball, volleyball, cross country, track, tennis, soccer, cheer). Students will be recognized for their participation. (Allocate for athletic supplies and materials, certificates, trophies, safety equipment, containers, uniforms, shoes, socks, knee pads, and other materials and supplies needed).
- Students will be allowed to participate in clubs. (Allocate for staff stipends, wide variety of materials and supplies, busses, travel, student conferences, spirit shirts, security)
- Students in 7th grade will attend WEB day. 8th grade students can join WEB leaders. (Allocate for WEB conference for teachers and leaders, travel, teacher subs, leader subs)
- Students will be in a secure environment during evening, or Saturday events such as sports and performances. (Allocate for security)
- Students will receive YMS Incentives for those involved in Goal 2 activities (Allocate for spirit shirts, hats, sweatshirts, school supplies)
- Students will receive updated technology needs for clubs (Robotics, Entrepreneurship). (Allocate for student computers, robotics materials and supplies, speakers, screens/monitors, printers, ink, and other technology needs).
- Students will have access to cultural clubs such as BSU, Hmong Club, and MECHA
- Student leadership and coaching positions will be available to work with our Severe Behavioral Program students.

Specify enhanced services for EL students:

- EL Club for newcomers, video production with ELD

Specify enhanced services for low-performing student groups:

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

- School Messenger, YMS website calendar, Peachjar flyers
- Parent Coffee Hour,
- Newly enrolled students communication about YMS Activities flyer for parents
- Goal 2 Specialist/After School Lead (Spanish) connect parents and students to Yosemite
- Parent access to parent portal, Edutext, Parent University (Allocate for tablets for parent access at school)

Describe Professional Learning related to this action:

- FUSD Climate and Culture Meetings for professional learning
- FUSD Athletics Director Meetings (Athletic Director substitutes needed)
- WEB Training (Allocate for teacher subs, travel, conference)
- Student survey data reviewed by staff including Culture Climate Team to determine next steps for PL in building relationships between student and staff, and students to students.
- Office staff receive ongoing professional learning on providing positive customer service and making everyone feel welcomed to Yosemite.
- Professional learning for teachers and leaders to attend CADA conferences (Allocate for conference, travel, subs)

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0505 Yosemite Middle School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Lead, After Schl/Ext Day	0.4000	Also supports G4A1 / G4A2	25,783.00
G2A1	LCFF: EL	Parent Participation	Cls Sup-Reg	Lead, After Schl/Ext Day	0.6000	Also supports G4A1 / G4A2	38,674.00
G2A1	LCFF: EL	Parent Participation	Cls Sup-Reg	Lead, After Schl/Ext Day	0.3750	Also supports G4A1 / G4A2	13,883.00

\$78,340.00

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 - 8th Grade	14.353 %	35.714 %	2017-2018	42.714 %

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 - 8th Grade

**

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

Exposure to Careers - 8th Grade

**

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

**

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.

**

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

1 SSC:

**

2 ELAC:

**

3 Staff:

**

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	14.642 %	17.804 %	2017-2018	15.804 %
Suspensions Per 100	29.789 %	18.026 %	2017-2018	17.026 %
Chronic Absenteeism (Students with Disabilities)		24.5 %	2017-2018	22.5 %
Suspension Rate (Students w/Disabilities)		16.2 %	2017-2018	13.2 %

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

- In the last three years our chronic absenteeism has been 16.6%, 17.8%, and recently 17.7%.
- Documenting parent meetings in ATLAS
- Home visits by Goal 2 Specialist/After School Lead (Spanish), VP, Principal to invite students back to school, and parent discussion on how to get them to school daily.
- Social worker A2A meetings with families on chronic absenteeism
- Academic Counselor contact to homes to problem solve solutions with family.

Chronic Absenteeism (Students with Disabilities)

- Home visits by Goal 2 Specialist/After School Lead (Spanish), VP, Principal to invite students back to school, and parent discussion on how to get them to school daily.
- Social worker A2A meetings with families on chronic absenteeism
- Academic Counselor contact to homes to problem solve solutions with family.
- Case Manager calls to students and families weekly with more than 4 absences.

Suspension Rate (Students w/Disabilities)

- Case managers ensure that all teachers understand student accommodations with IEP's and 504 plans
- Teachers utilize Teacher's Encyclopedia of Behavior Management as a resource for problem-solving misbehaviors exhibited by a student.

Suspensions Per 100

- School-wide CHAMPS structures for in and out of the classroom

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

Chronic Absenteeism

- Homeless students (71.4%), African American students (30.0%) and students with disabilities (19.5%) are chronically absent.
- Inconsistent communication with families on attendance due to lack of contact numbers

Chronic Absenteeism (Students with Disabilities)

- Students with disabilities (19.5%) are also homeless(100%)
- Connect with project access to determine additional assistance needed (bus tokens) to get them to school, or discussing if traveling farther away to original home school is the right choice during lengthy transition time with family and missing education.

Suspension Rate (Students w/Disabilities)

- Student's with disabilities data significantly decreased from 2016-17 (60.87%) to 2017-18 (20.19%)
- Current data 2018-19 is 21.21%
- Three of the Four General Education Co-Teachers are first year teachers.
- New teachers lack of understanding of IEP's and 504's

Suspensions Per 100

- Suspensions decreased from 2016-17 (25.10%) to 2017-18 (18.03%).
- Currently there is an increase in suspensions at 23.82%
- Student groups disproportional are:
 - Homeless Students (108.33%)
 - Foster Youth (100%)

- Teachers receive professional learning on Restorative Practices
- Teachers create engaging lessons and differentiate instruction through blended learning to accommodate for the range of abilities within their classroom.
- Teachers build relationships with students in their classes through greeting them at the door, ice breaker activities, 2 by 10's, restorative conversations, and class meetings.
- Teachers make positive contacts outside of classroom with students.
- Teachers make positive phone calls home.
- Teachers log in ATLAS correctly
- Teachers work with newer teachers to increase their capacity by reviewing Level 1, 2, and 3 behaviors.

Effectiveness: Not meeting targets, shifts needed in actions to support new teachers, and additional student supports and incentives.

- African American (66.67%)
- Teacher inconsistency- substitute teachers in two elective classes since first week of school due to teachers on leave; and Transition position first semester had a 1st year teacher who did not have the skills necessary to de-escalate students which conversely increased their escalation.
- 15 new teachers to Yosemite, 13 first year teachers
- Lack of documentation on types of misbehaviors and strategies used for intervention by teachers and parent contact.

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

- Chronic Absenteeism student supports for counseling on attendance and determining other counseling, or basic needs of student and family.
- Suspensions begin with ensuring classrooms have engaging and effective classroom climates for learning; closely monitoring misbehaviors and creating intervention plans with teacher for a student or two, or revamping classroom management plan if more than a few are misbehaving; and creating pathways to support staff including incentives to individuals and groups as needed.

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.

- Teachers can call home to absent students to inform them of work they can do online as they were missed in class today and look forward to seeing them tomorrow. Teacher can call a minimum of 2 students a day.
- Provide work for students when parents request work for 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:

- Need for more supervision (campus assistants, noon-time assistants, certificated and classified supervision of students during non-instructional time)
- Need for teacher consistency at Yosemite
- Utilize re-engagement center as a resource prior to suspension
- Make the school more Yosemite, update from Green trim, poles, doors, tables to school color of purple

2 ELAC:

- Working with families to help parents with students receiving suspensions to help students
- Communicate with parents issues happening in the classroom and during passing periods and lunchtime.
- Office staff needed to speak Spanish for communicating home to parents.
- Budget Priorities:
 - Allocate for part time office assistant/After School

3 Staff:

- Review of school-wide structures. Some teachers inconsistent in standing at the door and greeting kids, walking students to lunch, walking them down the hallway, utilizing lines, and utilizing pre-corrections. Some is just due to overwhelming amounts of information to first year teachers.
- Working with families to help parents with students receiving suspensions to help students

- Budget priorities:

- Noon-time assistants and/or campus assistants (Allocate for extra time campus assistants and noon-time assistants)
- Campus Branding of Yosemite Spirit (Allocate for signage materials, supplies, and installation of Behavioral Expectations and School Spirit)

Lead (Spanish)

- Professional Learning on building positive relationships with students
- Communicate with parents issues happening in the classroom and during passing periods and lunchtime.
- Office staff needed to speak Spanish for communicating home to parents.
- Increase campus assistants/noon-time assistants
- Police presence has a positive impact and feeling of safety in ability to access a police officer
- Budget Priorities:
 - Continue to fund PL for CHAMPS, Restorative Conversations, Social Emotional Learning (Allocate for books, professional learning opportunities, conferences, travel, substitute teachers)
 - Noon-time assistants and/or campus assistants (Allocate for extra time campus assistants and noon-time assistants)
 - Campus Branding of Yosemite Spirit (Allocate for signage materials, supplies, and installation of Behavioral Expectations and School Spirit)
 - Safety and Security Materials (Allocate for radios, ear pieces, cones, metal barriers for blocking of restricted areas and flow of foot traffic, barriers to direct visitors to the office, and other supplies and materials needed.

Action 1

Title: Decrease Chronic Absenteeism

[Action Details:](#)

Yosemite will decrease the chronic absenteeism percentage by closely monitoring the attendance data and created tiered systems of supports for students and families.

- Tier 1
 - Daily automated phone calls out to parents who have students marked absent
 - Education on Edutext for monitoring students attendance and grades throughout the day.
 - Monitoring the attendance of all students individually and by sub-group.
 - Saturday Academy will be available for recovering absent days from school.
- Tier 2
 - Students not attending school will have A2A meetings with school social worker and/or academic counselor
 - Students will meet with para-educator counselors to determine barriers to success. Pathways to resources on site, or off-site, will be shared with parents and students.
 - Teacher will call at least one student in tier 2 daily to let them know they were missed and to give alternate digital assignment.
 - Parents will be contacted about enrolling and registering student for Saturday Academy to recover absence.
- Tier 3
 - SARB referrals
 - Home visit by Goal 2 specialist to try to re-connect to school

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

Document contacts to parent about attendance - home visits, A2A meetings, phone calls

Owner(s):

Social Worker, Academic Counselor, VP

Timeline:

Daily

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

Daily review of ATLAS for ADA Reveiw

Owner(s):

Attendance clerk, Principal

Timeline:

Daily

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

Monthly/Quarterly Attendance Certificates for students with perfect attendance and improved attendance

Owner(s):

Academic Counselor

Timeline:

Monthly/Quarterly

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

Weekly checks of perfect attendance and select students for incentives

Owner(s):

Principal, Academic Counselor

Timeline:

Weekly

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

Students will be strategically targeted to attend Saturday Academy. Notes to all tier 1, phone calls to all tier 2 & 3 students

Owner(s):

Attendance clerk, Saturday School Coordinator

Timeline:

Weekly

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

- Students will be given the opportunity to attend Saturday School to recover absences
- Students will participate in expectation assemblies and school spirit rallies (allocate for rally materials and supplies, sub for teacher to prep, school spirit materials, supplies, spirit wear)
- Students will be in weekly drawing for attendance incentives. (Allocate for incentives, student materials and supplies, spirit wear, spirit school supplies, food)
- Students will receive feedback on their attendance in the form of perfect, or improve, attendance certificates Monthly/Quarterly (Allocate for certificates, ink, toner, and other materials and supplies needed)
- Students becoming, or are, chronically absent will receive additional counseling to try to break through the barriers keeping them from being at school every day.

Specify enhanced services for EL students:

- ELL's case manager will include attendance in quarterly meetings and contact parents.
- Budget priorities:
- Allocate for Office Assistant/After School Lead (Spanish) to contact parents regarding EL students attendance.
- Allocate for student school supplies

Specify enhanced services for low-performing student groups:

- Parents will be given opportunities to meet with Academic Counselor and teachers to develop a plan of achievement.
- Students and parents will be notified of Saturday Academy School and additional tutoring on site to recover missed learning.

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

- Conduct A2A Meetings
- Parent Meetings on attendance monthly/quarterly

Describe Professional Learning related to this action:

- Teachers will revisit Teaching with Poverty in Mind (Jensen) to understand that engaged students that have a positive relationship with a teacher (CHAMP and Capturing Kids Hearts) will come to school. (Allocate for

- Social Worker will contact parents for SART meeting
- VP & GLA will contact students with more than 4 absences to encourage good attendance
- Home visits by Goal 2 Specialist/After School Lead to encourage attendance to school
- Parents will have access to Parent Portal, Edutext, Parent University.
- Budget priorities:
 - Allocate for parent tablet access in the office, babysitting, translation, materials, supplies
 - professional texts, conferences, travel, subs)
- District Social Worker Meetings
- District Academic Counselor Meetings
- Professional Learning on communicating with parents. (Allocate teacher incentives for positive phone calls home to connect students to school.)

Action 2

Title: Decrease Suspensions

Action Details:

Yosemite will decrease the number of suspension incidents. Yosemite will create a tiered system of support for students with misbehaviors and suspensions prior to entering Yosemite, and at Yosemite.

- Tier 1:
 - Data for incoming 7th grade students on misbehaviors and suspensions reviewed by VP with follow-up calls to feeder schools. VP will go to feeder schools 3 times before end of 2018-19 school year to begin building relationships with student. (Student chats, basketball, lunchtime)
 - All students will receive classroom and school-wide CHAMPS expectations multiple times throughout the year. Clear and visible posters to remind students in the classrooms and cafeteria along with verbal reminders from staff.
 - Students will be greeted at the front gate and at each classroom door from a caring staff member.
 - Students will all be encouraged to participate in Goal 2 Activities by staff. Goal 2 Specialist will also begin running intramurals at lunchtime at the beginning of year to positively connect with all students. (Allocate for Goal 2 Specialist/After School Lead and stipends for teachers for clubs and activities throughout the year)
 - Weekly Data reviewed by VP and Principal
 - All students receive behavior expectations assembly by admin twice a year. New students go through school behavioral expectations in office.
- Tier 2:
 - Strategic interventions put into place based on student needs (just social emotional and both social emotional and academic). (Allocate for staff to tutor students before school, at lunch, and after school).
 - Create incentives for students showing more positive behaviors. (Allocate for student incentives, certificates, extra time outside of cafeteria at lunch, food items)
 - Students requiring structured lunchtimes will be invited to Bear Cave to enjoy their lunchtime
 - Parent conferences and home visits by VP, Principal
- Tier 3
 - 1:1 Mentors for students with repeat suspensions
 - In school and out of school counseling discussed with families
 - Multiple daily check-in's with assigned staff throughout the day.
 - Student Contracts for Success signed by classroom teachers for history of classroom misbehaviors. Students receive incentives based on completion and success of contract. (Allocate incentives for students spirit school supplies, spirit wear, certificates, lunches, positive calls home)

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

Data review of incoming 7th graders on misbehaviors and suspensions from feeder schools prior to first day of school

Owner(s):

VP

Timeline:

Annually

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

Daily review of students sent to transition

Owner(s):

VP, Principal

Timeline:

Daily

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

Daily review of student suspensions

Owner(s):

VP, Principal

Timeline:

Daily

Weekly review of suspension data

VP, Principal, Psychologist

Weekly

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

Student data review by misbehaviors

Owner(s):

VP, Psychologist

Timeline:

Weekly

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

Monthly review of student interventions

Owner(s):

VP, Principal, Psychologist

Timeline:

Monthly

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

Students strategically targeted based on behavior for intervention groups and/or mentoring

Owner(s):

VP, COST Team, Psychologist

Timeline:

Monthly

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

Incentives for improved behaviors

Owner(s):

VP, Psychologist

Timeline:

Weekly, Monthly, Quarterly

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

- All classrooms will implement CHAMPS, Capturing Kids Hearts, and Restorative Practices at the beginning of the year to each class through direct instruction and throughout the year. Students will learn CHAMPS structures as seen in teacher posters, projections embedded within lessons, and heard through repetition of the teacher in classroom and in cafeteria.
- All students will attend and participate in weekly classroom meetings (Yosemite Connect) created and monitored by Safe & Civil Team.
- All students with 2 or more suspensions will take place in after school social emotional skill building with SESS and/or psychologist.
- Psychologist will meet with students receiving multiple referrals and/or suspensions to counsel, connect with, and coordinate services as needed for student and family.
- Incentives will be provided for students reducing their referral/suspension percentage
- COST Model utilized to implement and monitor student support services.
- Student support services include 1:1 counseling, small group counseling, crisis management and intervention, behavior support contracts, and attendance support

Specify enhanced services for EL students:

- Additional staff (Spanish speaking After school/Ext Day Leads) to work with students and parents regarding proactive approaches and behavior interventions.
- All classroom teachers receive updates on suspensions.
- Staff focuses on entering positive behaviors into ATLAS to reinforce expected behaviors at YMS.

Specify enhanced services for low-performing student groups:

- Students with Disabilities:
 - Master schedule adjustments so an SDC Teacher is always teaching throughout the day. If an SDC student is removed from GE class student will be placed with SPED Teacher, not in transition for support and de-escalation.

- Case managers will communicate with GE Teachers throughout year accommodations of students with disabilities
- Review Behavioral Plans of students with IEP's with teachers for strategies and cool down areas to create in classes.

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

- Parents will be contacted if a teacher sends a referral in for a student by the teacher
 - Social Worker will be available to connect families with additional supports in school and outside of school
 - Goal 2 specialist to work with connecting families to the school and provide regular communications in two languages.
 - Parent counseling groups focusing on attendance, school success, and parenting strategies.
 - After School/Ext Day Lead to provide parents with oral and written information in two languages when needed.
 - Communication for parents in academic and social groups students are in to improve achievement.
 - Parents of students with misbehaviors/suspensions invited to sit in on classes with student.
 - Budget priorities:
-
- Allocation of Office Assistant/After School Lead (Spanish) to contact Spanish speaking parents
 - Allocation of Goal 2 Specialist/After School Lead (Spanish) to help positively connect students and families to school.

Describe Professional Learning related to this action:

- Professional Learning on Creating a Culture of Learning with High Expectations (IPG):
 - Safe & Civil Schools (Foundations Modules A, D, E, and F; CHAMPS; Tough Kid Series; Encyclopedia of Behavior Management; Intervention) on expectations, structures, and routines.
 - Capturing Kids Hearts - Engaging Students, 4 Questions, Social Contract, Restorative Practices Training - Class Meeting Circles, Restorative Meetings.
 - Second Step - Behavioral Strategies for Students
 - Why Try Training for para-educators, social worker, and SDC teachers through use of substitute teachers
 - Engaging Students with Poverty in Mind,
 - COST Model/Practices Training for Social Worker during school day
 - Admin Team Safe and Civil Foundations Module's A, B, and C
 - Creating Tier 2 and 3 support strategies, contracts, and Behavior Support Plans to be implemented
 - Restorative Practices
 - Social Emotional Learning (SEL)
 - Positive Discipline
 - CHAMPS - Teachers encouraged to attend additional FUSD offerings of CHAMPS trainings for new and veteran teachers.
 - Admin team sharing best practices learned from FUSD trainings with teachers during Supervision and Evaluation.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0505 Yosemite Middle School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A2	Sup & Conc	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.4000	1052763 Vang, Kong	58,254.00

\$58,254.00

2019-2020 Budget for SPSA/School Site Council

State/Federal Dept 0505 Yosemite Middle School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Teacher Substitutes - also supports G1A2	1,999.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Teacher Supplemental - also supports G1A2	14,000.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: iReady site licenses - also supports G1A2	3,000.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Reg Instruction Materials & Supplies - also supports G1A2. No Food/Incentives.	1,000.00
G1A1	Title 1 Basic	Instruction	Travel			Travel for Conferences - also supports G1A2	1,198.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Education Elements : PLI - also supports G1A2	12,000.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Curriculum Assoc, LLC (iReady) : iReady professional learning - also supports G1A2	12,320.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Ovr			Classified Overtime - also supports G1A2 / G1A3 / G4A2	900.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Classified Supplemental - also supports G1A2 / G1A3 / G4A2	601.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement - also supports G1A2 / G1A3 / G4A2. No Food/Incentives.	2,200.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Substitutes - also supports G1A2	600.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Salaries - also supports G1A2	8,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Reg Instruction Materials & Supplies - also supports G1A2 / G2A1 / G4A1 / G4A2	97,350.00
G1A1	Sup & Conc	Instruction	Travel			: Travel for Conferences - also supports G1A2	6,000.00
G1A1	Sup & Conc	Instruction	Direct Trans			: Bus for Kids - also supports G1A2 / G2A1	1,500.00
G1A1	LCFF: EL	Instruction	Oth Cls-Extr			Bilingual Instruction Classified Extra Time - also supports G1A3 / G2A1 / G4A2	500.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Bilingual Materials & Supplies - also supports G1A2 / G1A3	5,403.00
G1A1	LCFF: EL	Instruction	Local Mileage			Bilingual Mileage - also supports G1A2 / G1A3	500.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	2,000.00
G2A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Lead, After Schl/Ext Day	0.4000	Also supports G4A1 / G4A2	25,783.00
G2A1	LCFF: EL	Parent Participation	Cls Sup-Reg	Lead, After Schl/Ext Day	0.6000	Also supports G4A1 / G4A2	38,674.00
G2A1	LCFF: EL	Parent Participation	Cls Sup-Reg	Lead, After Schl/Ext Day	0.3750	Also supports G4A1 / G4A2	13,883.00
G4A2	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.4000		58,254.00

1052763 Vang, Kong

\$307,665.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$49,218.00
Sup & Conc	7090	\$197,487.00
LCFF: EL	7091	\$60,960.00
Grand Total		\$307,665.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$171,071.00
G2 - All students will engage in arts, activities, and athletics	\$78,340.00
G4 - All students will stay in school on target to graduate	\$58,254.00
Grand Total	\$307,665.00