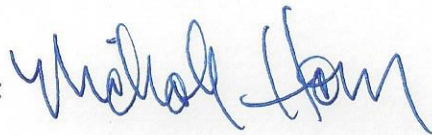# Yosemite Middle

10621666061204

Principal's Name: Nichole Horn

Principal's Signature:

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

Table of Contents	
Topic	**Details**
Cover Page	*CDS Code with Signature*
Table of Contents	*Listing of SPSA Contents and District Goals*
Centralized Services	*N/A*
School Site Council Assurances	*Consolidated Program Assurances*
School Site Council (SSC)	*Members list*
Required Signatures	*Principal and SSC Chairperson*
Budget	*Site Allocations*
Plan Partnership	*Assurances for Comprehensive Support and Improvement Schools (CSI)*
School Quality Review Process	• *Needs Assessment: Data Analysis and identification of needs and goals* • *Actions designed to meet needs and targeted goals* • *Budget allocations and planned expenditures*
Additional Documents	*SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum*

District Goals	
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.	
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.
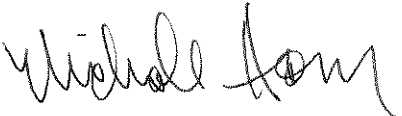
Consolidated Program Assurances

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
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 and Family 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 School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.

School Site Council

Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
School Site Council List					
1. Principal - Nichole Horn	X				
2. Chairperson – Debbie Downs		X			
3. Phillip Mackey			X		
4. Karla Dominguez				X	
5. Ted Januse			X		
6. Jessica Molina		X			
7. Lauren Kolehmainen		X			
8. Maricela Lucio			X		
9. Rob Spencer				X	
10. Kevin Mendoza					X
11. Tina Vang					X
12.					
13.					
14.					
15.					

Check the appropriate box below:
x **ELAC reviewed the SPSA as a school advisory committee.**
□ **ELAC voted to consolidate with the SSC. Date_____.**

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	**Print Name Below**	**Signature Below**	**Date**
Principal	Nichole Horn	*Nichole Horn*	4/22/2020
SSC Chairperson	Debbie Downs	*Debbie Downs*	4/22/2020

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2020/21

Yosemite - 0505

ON-SITE ALLOCATION

3010	Title I	$56,250	*
7090	LCFF Supplemental & Concentration	$184,740	
7091	LCFF for English Learners	$66,675	
3182	Comprehensive Support and Improvement	**$222,500**	

TOTAL 2020/21 ON-SITE ALLOCATION   **$530,165**

*	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	$1,875
	Remaining Title I funds are at the discretion of the School Site Council	$54,375
	Total Title I Allocation	$56,250

Assurances for Comprehensive Support and Improvement Schools (CSI)

- ❖ Coaching provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
  - Utilization of evidence based strategies aligned to state identification.

- ❖ Cross Functional (CF) Pivot Team, which includes department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners, work in tandem with the site team as a Professional Learning Community (PLC).
  - School site team works with CF Pivot Team to complete a root cause analysis and determine areas of focus.
  - School site team works with CF Pivot Team to identify actions and metrics as part of the site leaders 6-8 week plan.
  - 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 any additional needs to share with Cabinet for feedback and support to accelerate progress.
  - CSI manager III assigned to school site to support CCI data monitoring.
  - Additional resources available in a "menu of options" for the Cross Functional Pivot Team to access as needed in collaboration with the school site team.

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

- ❖ Resources and expertise provided to the CF Pivot Team for deployment to best meet the needs of the individual school sites based upon CSI identified student groups.
  - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.

- ❖ Site leader access to a District Administrative Support Team to take over their daily duties so they can engage in learning opportunities and actions that impact school improvements aligned to their CSI identified student groups (one-week notice).

- ❖ Professional learning for site leaders and teachers focused on CSI identified student groups.

Yosemite Middle 2020-2021 - School Plan for Student Achievement (SPSA)

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate (All grade levels)	8.98 %	10.55 %	2018-2019	17.55 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	38.066 %	30.329 %	2018-2019	37.329 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	18.628 %	12.464 %	2018-2019	19.464 %

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)

- Students have access to digital resources for literacy and in all classes.
- Students work in classroom environment with high expectations with the use of CHAMPS.
- Teachers and leaders receive professional learning; side by side processing, design and analysis; and coaching on Lab School strategies via (West Ed). This includes i learning keystone pedagogies; purposeful planning with content alike PLC's; and debriefing modeling and implementation of EL strategies that work for all by examining student work and mapping out next steps.
- Teacher implementation of keystone pedagogies (Lab School/West Ed) in order to get students deeper into the text in order to increase their reading, writing, listening, and speaking achievement.
- Students are given opportunities for after school tutorials.
- Teachers will have time to have focused lesson planning with clarity of learning objectives and student outcomes, criteria for success has been successful in content classes.
- Fidelity to Core GVC in all classroom instruction to include daily complex texts, tasks, and student discourse.
- Professional Learning on student collaboration and academic discourse.
- Teachers learning how to identify students with disabilities and be made aware of their disabilities and accommodations.
- PLC Teams have common daily preps, weekly collaboration, planning, assessment calendars, CFA's

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 not all students took advantage of the opportunity.
- IReady administration and makeups due to first official year of implementation.
- In-school academic interventions due to teachers not comfortable or trained on implementing small groups within the class period.
- The lack of supply of headphones for testing.
- Students not utilizing the planner for goal setting, communication between parent/teacher/student. Teacher feedback was not consistent either.
- Not enough time for teachers to plan cross curricular connections.
- Teachers were not consistent with CFA's and analysis of student learning to identify successes and learning gaps in order to inform their instruction decisions.
- Student Goal Setting and progress monitoring of SBAC, IReady, IAB's and CFA's was not done consistently teachers need training at a deeper level.
- Teachers did not disaggregate data on CFA's for students with disabilities in order to identify successes and learning gaps in order to inform their instruction as teachers needed more training on disaggregation of data.
- Co-Teachers planed side by side with Core Teacher; however, they were not consistent in utilizing IPG, ELA and ELD State Standards, CFA data and/or differentiating GVC Springboard.

and analysis of student learning weekly to identify successes and learning gaps in order to inform their instruction.

- Student Goal Setting and progress monitoring of SBAC, IReady, ELPAC, and CFA's will be done quarterly. Students will track their progress in their agendas.
- Plus teacher will support ELA teachers with real time data for IReady, CFA's, IAB's, CFA's and EA's.
- 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, GVC, and CFA data to decrease the gaps of students with disabilities.

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

- Students have access to digital resources in all classes.
- Students work in classroom environment with high expectations with the use of CHAMPS.
- Teachers and leaders receive professional learning; side by side processing, design and analysis; and coaching on Lab School strategies via (West Ed). This includes learning keystone pedagogies; purposeful planning with content alike PLC's; and debriefing modeling and implementation of EL strategies that work for all students by examining student work, each others video lessons and mapping out next steps.
- Teachers implement keystone pedagogies (Lab School/West Ed) in order to get students deeper into the text and in order to increase aspects of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed.
- Students are given opportunities for after school tutorials.
- Implementation of Math Lesson Design (MLD) for procedural, conceptual, and math task lessons and support provided by Math coaches.
- In addition, Focused lesson planning with clarity of learning objectives and student outcomes, criteria for success has been successful in content classes.
- Fidelity to GoMath in classroom instruction to include daily complex texts, tasks, and student discourse.
- Professional Learning on student collaboration and academic discourse.
- Teachers learning how to identify students with disabilities and be made aware of their disabilities and accommodations.
- Student Goal Setting and progress monitoring of SBAC, IReady, ELPAC, and CFA's will be done quarterly. Students will track their progress in their agendas.
- Co-Teachers will plan side by side with Core Teacher utilizing IPG, Math and ELD State Standards, GVC, and CFA data to decrease the gaps of students with disabilities.

EL Reclassification Rate (All grade levels)

- Students will be given multiple opportunities throughout the day to practice reading, writing, listening, and speaking across various curriculum as well as through digital literacy platforms.
- All ELL students met quarterly with Academic Counselor for progress monitoring. Parent communication of progress will be included to increase academic achievement for all EL students.
- Teachers and leaders will continue to receive professional learning; side by side processing, design and analysis; and coaching on Lab School strategies via (West Ed). This includes learning keystone pedagogies; purposeful planning with content alike PLC's; and debriefing modeling and implementation of EL strategies that work by examining student work, teacher video and mapping out next steps.
- Newcomers will be placed in appropriate ELD/ELA Classrooms to receive intensive support. Also to ensure EL students, a reasonable period of time, achieve the same rigorous grade-level academic standards that are expected of all students.

- PLC's does not know how to make informed decisions based on SBAC, IReady, IAB's or CFAs.
- African American student decreased in ELA from 16.7% to 12.5% from previous year.
- Hispanic students decreased in ELA from 31.0% to 28.9% from previous year.
- Overall SBAC data in ELA decreased by 1% and in 7th grade by 5%.
- Overall IReady reading data at shows only 10% of students on grade level a 3% decrease from last year, 13% of students are one grade level below a 1% increase from last year. 77% of students are 2 or more years below grade level a 2% increase from last year.
- According to the California Data Dashboard in ELA all YMS students are 54.6 points below standards. EL students are in the red which is the lowest performance band on the data dashboard. Hispanic, socioeconomically disadvantaged, and students with disabilities are in the orange the second to the lowest band on the data dashboard.

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

- Student tutorial attendance after school was low not all students took advantage of the opportunity.
- IReady administration and makeups due to first official year of implementation.
- In-school academic interventions due to teachers not comfortable or trained on implementing small groups within the class period.
- Students not utilizing the planner for goal setting, communication between parent/teacher/student. Teacher feedback was inconsistent as well.
- Student Goal Setting and progress monitoring of SBAC, IReady, IAB's and CFA's was not done consistently teachers need training at a deeper level.
- Teachers did not disaggregate data on CFA's for students with disabilities in order to identify successes and learning gaps in order to inform their instruction as teachers needed more training on disaggregation of data.
- Teachers need training in flexible grouping strategies, blended teaching, PLI Mode.
- Professional Learning for Teachers minimal in working with students with disabilities.
- Co-Teachers planed side by side with Core Teacher; however, they were not consistent in utilizing IPG, Math and ELD State Standards, CFA data and/or GoMath Curriculum.
- Students with disabilities not focused on as a key student group of focus.

EL Reclassification Rate (All grade levels)

- Students not given as many opportunities to go deep into the text in Science utilizing Lab School (West Ed) instructional strategies with two new teachers in that department.
- Students goal setting and criteria for success for ELPAC was not consistent teachers need more training on how to identify bubble students and redesignation cut points.
- Redesignated students were not celebrated and/or recognized during the school year.
- Teachers were not consistent in reviewing learning targets and criteria for success for students to meet the learning target(s). This was not monitored closely by admin team.
- All ELL students will be identified by case manager (GLA) and will set goals to make at least one years growth towards proficiency and redesignation. This was GLA first year at YMS and is still learning all the duties of GLA.
- 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. This did not take place as PLC's need additional training on disaggregation of data to problem solving to increase student achievement for EL students and EL SPED students.
- Current EL students are 134.3 points below standards in ELA performance levels a 10.9 point decline from last year per California Data Dashboard.

- Teachers will continue Lab School Work in implementing integrated and designated strategies to meet the needs of all ELL students. To ensure EL students acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers in English.
- Teachers will implement keystone pedagogies (Lab School/West Ed) in order to get students deeper into the text and in order to increase their reading, writing, listening, and speaking achievement.
- Teachers will continue to receive training on ELD, ELPAC, as well in the embedded resources in SpringBoard and GoMath. In an effort to provide students as many opportunities to practice listening, reading, writing, and speaking skills within core classes.
- Students will learn the literacy of each content area academic demands through reading, writing, and speaking about the text in order to take ownership of their own learning as they progress towards English proficiency.
- Students will have access to digital resources for literacy and computer access in all classes, including iReady practice. In an effort to increase reading levels and ELA SBAC scores leading to redesignation.
- 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 EL students within the classroom. To make sure students have enough knowledge of basic skills to be able to write about it. In addition, to ensure students become familiar with the purpose, overall structure, and language features of genera they will be writing.
- Students will be given opportunities for after school tutorials. Parent and student communication of progress will be included.
- Professional Learning for teachers will continue to provide opportunities on how to engage student collaboration and academic discourse and provide EL students opportunities to engage in the same rigorous grade-level academic standards that are expected of all students.
- Teachers will continue learning how to identify EL students and provide scaffolding for students to participate in or complete the task in order to build the knowledge and skills to be able to perform similar tasks independently in the future.
- EL students will continue to receive tiered levels of support via the teaching and learning cycle via Lab school design.
- 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.
- Student Goal Setting and progress monitoring of SBAC, IReady, and ELPAC, will be done quarterly. Students will track their progress in their agendas.
- Students will also receive support on criteria for success on the ELPAC.
- Redesignated students will be celebrated and recognized as well as progress monitored.
- Concentrated intervention through zero period for ELD support will be critical for ELD redesignation and supports.

- Redesignated EL students are 17.4 points below standards and maintained 0.8 points in ELA performance levels in ELA as per the California Data Dashboard.
- 78% of EL students are classified as Long-term EL students (LTEL) and are not on target to redesignate as per EL Redesignation Goal Setting in ATLAS.
- 27% of EL students are classified as At Risk and are not on target to redesignate as per EL Resignation Goal Setting in ATLAS.
- 93% of EL students are two or more grade levels below in IReady reading.

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.
- Funds to be allocated for Teachers to observe colleges and other observe teachers at other FUSD sites for Additional modeling of Keystone pedagogy via Lab School training.
- Purchase additional headphones specifically for assessments.

- Budget transfer allowance.
- Increase teacher training in flexible grouping strategies.
-

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.

- Improved communication and scheduling of IReady administration.
- Common cross curricular connections for example, annotation process school-wide, student goal setting via agenda.
- Increase identification of students who will attend tutorials via teacher referrals.
- Targeted students for tutorials will include parent communication.
- Allowance of IReady intervention in science, social studies and electives and Grade level activity via IReady in core classes.
- Increase teacher training in flexible grouping strategies.
- PL for GE teachers on how to read and understand IEP's, BSP's and 504 plans.
- Additional professional Learning, side by side creation/revision of unit/assessment/daily lessons, and coaching in 1) Lab School, 2) PLI, 3) MLD 4)Students with Disabilities, 5) EL students and 6)CHAMPS training and demonstration by DPI trainers 7) In-depth training in ELA and Math on standards, grade level content, aligned curriculum, and equitable instructional practices.
- PL on culturally responsive teaching and cultural proficiency for teachers and support 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:

Data was shared with SSC following each assessment Cycle and at the establishment of the SSC with SBAC data, school climate data as well as IPL data.

- Create PSA announcements like to increase growth mindset and positive climate and culture on campus. SSC felt that this would bring a common message that students could get behind as a school.
- The following supports were suggested to support with keeping and making ELA and Math priority.
  - Fund agendas To teach students how to study and teach Study Skills Explicitly.
  - Provide additional training for students on how to complete homework online, use teams, office 365 both at school and at home.
  - Parent Study Skill Communication-To help parents be able to support kids at home via agendas.
  - Celebrations for Student Achievement Incentives Improvement/Proficiency.

2 ELAC:

Data was shared with SSC following each assessment Cycle and at the establishment of the SSC with SBAC data, school climate data as well as IPL data.

- Fund before school, lunchtime, and after school tutorial.
- Increase parent communication to students in tutorials.
- Allow the use of free tablets in classes.
- Communicate and better organize free tablets for parents to set up accounts.
- Celebrations for Student Achievement Incentives Improvement/Proficiency.
- Parent support connected to student improvement Parents would receive training on how to access online supports for students as well as getting information on initiatives.
- After school tutoring for students.
- SEL support for students in the form of counseling and therapy for students in Tier 3.
- Technology Extra engagement activities for student
- English Learner (EL) supports and monitoring of EL

3 Staff:

Teachers, staff and ILT routinely reviewed SBAC data and IAB's, IReady data through each assessment cycle. In order to support teachers and students, the following suggestions were made by teachers, ILT and staff.

- Increase tutorials and improve how students are required to attend. This was requested due to the lack of attendance of tutorials at lunch and the difficulty of getting students to stay after school.
- Provide for summer planning and additional sub release time to allow teachers to plan and create assessments that lead to student growth.
- Increase special education release time to plan an coordinate around administrative items for IEP's and department logistics.
- Support cross collaboration and planning time for activities such as field trips, common formative assessments and review of student work
- Continue supports for additional resource purchases by

- Parent support connected to student improvement
  Parents would receive training on how to access
  online supports for students as well as getting
  information on initiatives.
- Allocation for a "celebration" activity for departments
  based academic incentive-Another incentive to
  support student growth.
- School wide incentives-To engage student in
  determining their goals and helping teach them to
  monitor how to reach them.
- Tutoring Incentives After School Surveys for Students
  to determine how to improve tutorials.
- Promoting and supporting literacy at school and
  home,
- School and student safety

progress by Teachers and English Learner Review School
Team
- Promoting and supporting literacy at school and home,
- School and student safety

teachers in support of specific needs identified by PLC's.
- Increase social emotional supports for students to support
  students with behavioral issues and provide additional
  counseling support.

Action 1

Title: Increase ELA/Literacy Achievement

Action Details:

Yosemite will increase student literacy in ELA as measured by the SBAC, IReady, IAB's and CFA's. 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 using student agendas.
- Teachers will provide differentiation of core instruction to address diverse student classroom needs.
- Teachers will focus on complex text, task, and talk that is aligned to the ELA/ELD Framework using the District Adopted Curriculum GVC Springboard.
- 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 and EL student
- Teachers, in collaboration with their PLC's ,will continue to focus on developing, implementing, and analyzing CFA's routinely to monitor student learning aligned to complex text , talk and task.
- Teachers, Leaders and SEL staff will provide appropriate academic and behavioral supports.
- SEL staff will provide documentation of behavior, and social/emotional student needs to teachers and leaders.

Tier 2:

- Students will receive additional in-class support through the use of flexible grouping and blended learning PLI model.
- Students will be given opportunities for tutoring based on data to support student learning and growth. Parent and student communication of progress will be included.
- Teachers will be provided with supplemental contracts to participate in additional PLC planning time.
- Teachers and Leaders will be intentional about monitoring data from subgroups illustrating proportionality (ie. African American, SPED students, Foster Youth, and English Learner Students) and including them in after school tutoring.
- 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.
- Teachers, Leaders and SEL staff will provide appropriate academic and behavioral supports.
- SEL staff will provide documentation of behavior, and social/emotional student needs to teachers and leaders.

Tier 3:

- Students who show a need will be provided with intensive behavior instruction/interventions and individualized help that is provided to Tier 1 and Tier 2.
- Students will be given opportunities for tutoring based on data to support student learning and growth. Parent and student communication of progress will be included.
- Teachers and Leaders will be intentional about monitoring data from subgroups illustrating proportionality (ie. African America, SPED students, Foster Youth, and English Learner Students) and including them in after school tutoring.
- Students progress is monitored more frequently to ensure progress.
- Teacher, Leaders, and SEL staff will track fidelity of intervention delivery and provide staff with current non-confidential updates of students progress.

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
IReady Assessments Teachers will include the IReady program as a resource and intervention.	Teachers, PLC's, and Admin	August, October 2020 & Feb 2021

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
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. ELA will use common curriculum, lesson planning and learning targets when unpacking standards as well as using student work to calibrate proficiency.	PLC's, ILT, Admin	Weekly small cfa's Monthly CFA's

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
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. Academic literacy across the curriculum using claim, evidence and reasoning to focus on and promote challenging content and increase student reading level.	Teachers, PLC's, ILT, Admin	Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
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. Also teachers will provide artifacts with examples of each level heading toward proficiency.	Teachers, Admin	Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
PLC's collaborate to create, evaluate, and analyze data to increase student performance through complex text, talk, and task via challenging content and student ownership to promote reading comprehension at higher levels. Also teachers will calibrate grades to be reflective of curriculum and assessments.	Teachers, PLC Teams	Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
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 to show various examples of student progress.	Teachers, PLC Teams, Admin, EL Services	Monthly Coaching and/or PL

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
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. Teachers will observe each other provide feedback on complex text, talk and task. Data - Increased student discourse, IPG data points	Lead Teachers, Admin	Quarterly PL for Leads

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
PSAT data will be provided to teachers and students to increase ELA and Math skills necessary to reach grade level readiness.	Teachers, Admin	October 2020

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Professional Learning on Learning By Doing to increase the capacity and performance of PLC teams. Professional Learning on Cultural Proficiency to increase understanding of diverse student needs.	Teachers, Admin	August Launch Weekly AC Meetings

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Student goal setting will be based on SBAC, Classroom progress monitoring assessments, and SBAC IAB's. Teachers will meet with students individually and as a whole to goal set. Students and Individual Classes will receive an incentive for reaching their goals. Teachers will have data chats with admin team and goal set.	Teachers, Admin	Semester

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Lead Teachers and administration will continue participation in the PLI model, and Lab School training via (West ED). Lead teachers will model as we expand the program to CORE teachers using CSI funding. YMS will use the PLI model to build capacity with technology, expertise in targeted instruction, creating opportunities for students to reflect and own their learning, make data informed decisions and navigate the content and tools to support students. Teachers will receive ongoing professional learning.	Admin, ILT	Training Timelines/Daily implementation in classrooms.

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Academic Counselor will hold D and F chats with all students each quarter that have earned D's or F's during the quarter. These conferences will result in goal setting plans and guide students to supports to improve grades. Special attention to be focused on our disproportionate students (SPED and AA) to ensure progress.	Academic Counselors	Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Provide all teachers with additional resources to purchase materials and supplies to increase the implementation of Authentic Literacy in their classroom based on their identified needs in conjunction with PLC work and in response to common formative assessments. IReady and IAB's will be used to measure effectiveness of those resources.	Admin	Each quarter and assessment reporting cycle.

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
SBAC Assessment Teachers will use SBAC, IABs and CFA's assessments to be strategic in their planning for complex text, task, and talk. Teachers will include the IReady program as a resource and intervention.	Teachers/Admin	August 2020 and Daily

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 receive school wide goal setting and progress monitoring of SBAC, IReady, ELPAC, IAB's and CFA's to increase IPG tenet 1 culture of learning and 3 on student ownership.
- Students will receive Student Planners for goal setting, recording assignments, and for teacher-student-parent communication.
- Students will receive tutorials in collaboration with the parent(s) and teachers to decrease number of Ds and Fs in core classes and for students to exhibit evidence of growth mindset, self-efficacy and social awareness as pre IPG tenant 1 as well as increasing parent communication to include when students are receiving D's and F's in two or more classes. (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 and SES).
- Students will receive recognition for achievements and efforts (Allocate for student incentives, certificates, food items, medals, trophies, busses, reward activities)
- Students will receive support from academic counselor when setting and monitoring goals, 6 year goal to include A-G details and applying for high school.
- 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 and subs for teacher planning).
- Student will receive differentiated classroom instruction that is aligned to the Common Core State Standards, ELD Standards, and driven by the ELA/ELD Framework in all subject areas.
- 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 intervention, SES).
- Students will have access to library (Allocate for books, online and print subscriptions, computers, furniture for collaboration - group tables and chairs).
- To accommodate our staff, an additional copy machine will be leased. The additional machine will accommodate the printing of quality complex texts, the building of frequent common formative assessments, and continued student support through the printing of primary source materials and Thinking Maps. This will provide students with consistent opportunities to engage with complex texts, facilitate close reading, and text annotation.
- Classroom materials and supplies including, but not limited to: notebooks, paper, pencils, pens, markers, crayons, and other associated items,will be purchased to support instruction in all subject areas and intervention program needs.

Specify enhanced services for EL students:

- EL students will be identified by PLC teams and specific instructional strategies related to teaching EL students will be embedded into plans for both instruction and professional learning.
- Additionally, access to technology supports such as Mango Language and translation software will be available to EL students through additional computers and online access through Fresno County Public Library.
- Concentrated intervention to meet FUSD Theory of Action for all EL students and LTEL/At-Risk students will be critical for ELD re designation and supports.
- Co-Teachers will plan side by side with Core Teacher utilizing IPG, ELA and ELD State Standards, SpringBoard Curriculum, and CFA data to decrease the gaps of students with disabilities.
- Teachers will continue learning how to identify EL students and provide scaffolding for students to participate in or complete the task in order to build the knowledge and skills to be able to perform similar tasks independently in the future.
- An after school tutorial homework center will be provided to selected EL, Foster, and Economically Disadvantaged students to provide support and assistance with homework and tutoring.

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
  - PL for GE teachers given by SPED teachers on how to read and understand IEP's, BSP's and 504 plans to meed students needs.
  - SPED and Co-Teachers will plan side by side with Core Teacher utilizing IPG, ELA and ELD State Standards, SpringBoard Curriculum, and CFA data to decrease the gaps of students with disabilities.
  - Co-Teachers will work together to co-create engaging lessons that utilize flexible grouping or blended learning on a regular basis.
- African American Students
  - Students who do NOT have a disability will also have access to before or after school tutorials, homework center will be provided to selected Economically Disadvantaged students to provide

- 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.

support and assistance with homework and tutoring.
  - Students will have access to library computers and/or sign up for student tablets provided by FUSD.
  - Students will receive academic mentors along with other support as needed, or pathways to available resources.
- All low-preforming students
  - All students will meet one on one with the academic counselor. Grades and goal will be reviewed.
  - Parents will be notified and given the opportunity to meet with teachers and academic counselor to develop an achievement plan for their student.
  - Student and parents will be notified and given access to resources such as tutoring at the school site.

Focus student groups: African America, SPED students, Foster Youth, and English Learner Students.

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

- Parents will be notified of students SBAC, PSAT, ELPAC, and IReady 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, IReady 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
- PIQE Classes
- SSC Meetings and ELAC Meetings parents will have opportunities to provide input.
- Parent Portal
- Edutext
- REMIND App
- Postcards for students/parents for staff to share Good Things, Stamps
- Goal 2 specialist/After School Lead-Spanish to translate and connect families to Yosemite.
- Parents will receive training on to access digital resources to support their students achievement.
- Parents of students who struggle academically or behaviorally will be invited to parent/teacher conferences to collaborate and create a plan to increase student achievement.
- Parents will be notified of school events through School Messenger announcements on a weekly basis keeping them informed of school business and opportunities to engage in school.
- School website will be a place where parents can go and receive critical information about site activities available and includes PeachJar a place where parents can download flyers from school in English, Spanish, and Hmong.
- Additional Spanish Translator in office.

Describe Professional Learning related to this action:

- Profession Learning Communities: Each PLC's will become proficient at utilizing CFA's by using Learning By Doing, by Richard and Rebecca Dufour, creating smart goals, deconstructing standards and released SBAC items, creating CFA's aligned to content and literary standards; analyzing data by grade level, coarse, period, and student; planning for intervention and next steps; and reflecting on implementation strategies.
- Teachers and leaders receive professional learning; side by side processing, design and analysis; and coaching on Lab School strategies via (West Ed). This includes learning keystone pedagogies; purposeful planning with content alike PLC's; and debriefing modeling and implementation of EL strategies that work for all students by examining student work and mapping out next steps.
- Professional Learning on student collaboration and academic discourse.
- Teachers learning how to identify students with disabilities and be made aware of their disabilities and accommodations.
- Professional Learning on student collaboration/academic discourse and Tier 1 strategies to include flexible grouping, PLI (Personal Learning Initiative) Model and Lab school training to increase redesignation rate of EL students and maintain RFEP students as well as increase opportunities for all students to participate in high level listening to, reading, writing, and/or speaking about text(s) as per IPG tenants 2a and 2b.
- PL for GE teachers on how to read and understand IEP's, BSP's and 504 plans.
- Additional professional Learning, side by side creation/revision of unit/assessment/daily lessons, and coaching in 1) Lab School, 2) PLI, 3) Students with Disabilities, and 4) CHAMPS training and demonstration by DPI trainers.
- Teachers will consistently review and analyze student work to calibrate proficiency levels and increase student performance in each grade level and subgroups.
- PL on culturally responsive teaching and cultural proficiency for teachers and support staff.
- Planning/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 a innovative standardized team.
- 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.
- Teachers will have the opportunity with their team as well as teams from other schools to conduct peer lesson observations to support in specific identified areas based on student assessment results.
- Staff will have opportunities for peer observations on/off campus with subs provided quarterly to empower their knowledge as use of engaging students in grade level complex text, talk and task through RWSL tasks

that are aligned to CCSS.
- Teachers will have access to professional learning through Solution Tree, Unbound Ed training, as well as district, county or conferences.
- Quarterly data analysis by PLC and Teachers using site developed assessment profiles Supplemental contracts will be available for additional planning time and professional learning.
- Subs will be provided for additional coaching, planning, and professional learning for both Teachers and Administration.

Action 2

Title: Increase Math Achievement

Action Details:

Yosemite will increase student comprehension in Mathematics as measured by the SBAC, IAB's, IReady 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.
  - Students work in classroom environment with high expectations with the use of CHAMPS.
  - Teachers will goal set with all students to increase student achievement using student agenda (as provided each quarter).
  - Teachers will provide differentiation of core instruction to address diverse student classroom needs.
  - Teachers will focus on complex text, task, and talk that is aligned to the Math/ELD Framework using the District Adopted Curriculum GoMath.
  - 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 and EL students.
  - Teachers, in collaboration with their PLC's ,will continue to focus on developing, implementing, and analyzing CFA's routinely to monitor student learning aligned to complex text , talk and task via MLD, Lab School, and PLI.
  - Teachers, Leaders and SEL staff will provide appropriate academic and behavioral supports.
  - SEL staff will provide documentation of behavior, and social/emotional student needs to teachers and leaders.
  - Teachers, in collaboration with their PLC Teams,will continue to create lessons and assessments using the Go Math that align to the Common Core and include the eight mathematical practices.
  - As needed,Designated ELD instruction in Math for EL Students to support building math vocabulary and concepts.
- Tier 2
  - Students will receive additional in-class support through the use of flexible grouping and blended learning PLI model.
  - Students will be given opportunities for tutoring based on data to support student learning and growth. Parent and student communication of progress will be included.
  - Teachers will focus on building students conceptual understanding to ensure our student shave a solid foundation to build upon.
  - Teachers will be provided with supplemental contracts to participate in additional PLC planning time.
  - Students will be identified through SBAC, IAB's, IReady Assessments, and/or CFA's.
  - Students will receive additional in-class support through the use of flexible grouping and blended learning.
  - Teachers and Leaders will be intentional about monitoring data from subgroups illustrating proportionality (ie. African America, SPED students, Foster Youth, and English Learner Students) and including them in after school tutoring.
  - Students will be given opportunities for before school or after school tutorials. Parent and student communication of progress will be included. Parents will be notified when students have at least two D's and/or F's in core classes.
  - 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.
  - Teachers, Leaders and SEL staff will provide appropriate academic and behavioral supports.
  - SEL staff will provide documentation of behavior, and social/emotional student needs to teachers and leaders.

-
- Tier 3
  - Students who show a need will be provided with intensive behavior instruction/interventions and individualized help that is provided to Tier 1 and Tier 2.
  - Students will be given opportunities for tutoring based on data to support student learning and growth. Parent and student communication of progress will be included.
  - Teachers and Leaders will be intentional about monitoring data from subgroups illustrating proportionality (ie. African America, SPED students, Foster Youth, and English Learner Students) and including them in after school tutoring.
  - Students progress is monitored more frequently to ensure progress.
  - Teacher, Leaders, and SEL staff will track fidelity of intervention delivery and provide staff with current non-confidential updates of students progress.
  - Students will be identified through SBAC, IAB's, IReady Assessments, CFA's, and a Universal Screener as At-risk, below grade level, does not meet standards.
  - Students will receive additional in-class support through use of flexible grouping and blended learning.
  - Students will receive additional time before school or after school for tutorial. Parent and student communication of progress will be included.

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
SBAC Assessment Teachers will use SBAC, IABs and CFA's assessments to be strategic in their planning for complex text, task, and talk. Teachers will include the IReady program as a resource and intervention.	Teachers, Admin	August 2020 and daily.

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Professional Learning for all teachers in Math Lesson Design (MLD) in utilizing instructional strategies to increase math performance for all students. Data - Usage of MLD structures, teacher lesson plans, student artifacts brought to PLC's to show various examples of student progress, CFA data	Teachers, Admin	Monthly PL and Coaching (FUSD Math Coach and/or Si Swun coach)

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Academic Counselor will hold D and F chats with all students each quarter that have earned D's or F's during the quarter. These conferences will result in goal setting plans and guide students to supports to improve grades. Special attention to be focused on our disproportionate students (SPED and AA) to ensure progress.	Academic Counselor	Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Walk through data will be used to monitor the implementation of school wide use of authentic literacy strategies in classrooms. Data will be tracked to monitor the increase in the number of teachers presenting the most challenging content as measured by instructional practice guide. Specific feedback will be given to support growth around IPG indicators.	Principal and Co-Admin	Feedback will be given withing 48 hours of each walk through and weekly review by Admin Team.

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Professional Learning on Learning By Doing to increase the capacity and performance of PLC teams. Professional Learning on Cultural Proficiency to increase understanding of diverse student needs.	Teachers, Admin	August Launch Weekly PLC Meetings

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Student goal setting will be based on SBAC Math scores, Classroom progress monitoring assessments, and SBAC IAB's. Teachers will meet with students individually and as a whole to goal set. Students and Individual Classes will receive an incentive for reaching their goals. Teachers will have data chats with admin team and goal set.	Teachers, Admin	Semester

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Lead Teachers and administration will continue participation in the PLI model, and Lab School training via (West ED). Lead teachers will model as we expand the program to CORE teachers using CSI funding. YMS will use the PLI model to build capacity with technology, expertise in targeted instruction, creating opportunities for students to reflect and own their learning, make data informed decisions and navigate the content and tools to support students. Teachers will receive ongoing professional learning.	Admin,ILT	Training Timelines/Daily implementation in classrooms.

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Provide all teachers with additional resources to purchase materials and supplies to increase the implementation of Authentic Literacy in their classroom based on their identified needs in conjunction with PLC work and in response to common formative assessments. IReady and IAB's will be used to measure effectiveness of those resources.	Admin	Each quarter and assessment reporting cycle.

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
IReady Assessments Module assessments along with IReady assessments will be monitored and interventions will be put in place. Students receiving a failing score or below grade level on this assessment will receive intervention/enrichment with their core teachers based on grade level clusters/standards tested.	Teachers, PLC's, Admin	August, October 2020 & Feb 2021

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
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. Math will use common curriculum, lesson planning and learning targets when unpacking standards as well as using student work to calibrate proficiency. Students receiving a failing grade on their assessment will receive intervention with their core teacher based on grade level clusters/standards tested in small group.	Teachers, PLC's, Admin	Weekly small cfa's Monthly Module CFA's

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
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. Monitor students ability to master Math skills is also depended on our students' ability to read, comprehend, and respond to grade level text.	PLC's, ILT, Admin	Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
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. Also teachers will provide artifacts with examples of each level heading toward proficiency.	Teachers, Admin	Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
PLC's collaborate to create, evaluate, and analyze data to increase student performance through complex text, talk, and task. Via challenging content and student ownership to promote reading comprehension at higher levels. Also teachers will calibrate grades to be reflective of curriculum and assessment	Teachers, PLC Teams	Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
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 PLC's to show various examples of student progress.	Teachers, PLC's, Admin, EL Services	Monthly PL and/or Coaching

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
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. Teachers will observe each other provide feedback on complex text, talk and task. Data - Increased student discourse, IPG data points	Lead PLI Teachers, Admin	Quarterly PL Meetings

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
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.	Teachers, TSA, Admin	Weekly

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

- All Students will receive math instruction from math teacher utilizing MLD, CCSS, and the GOMath adoption.
- Students receiving a failing score on assessments will be given intervention opportunities before or after school.
- Students will utilize digital resources in classrooms for flexible grouping. (Allocate for student computers, carts).

- Following CFA's students needing re-teaching/enrichment will be grouped and receive intervention/enrichment in classes with their core teachers.
- Students will goal set utilizing SBAC, IReady, ELPAC, CFA's, Grades as well as increasing parent communication (Allocate for quarterly student planners, After School Lead-Spanish Translator).
- Students will receive recognition for achievements and efforts (Allocate for student incentives, certificates, food items, medals, trophies, buses, reward activities).
- Students will have access to library (Allocate for tablets, computers, furniture for collaboration - group tables and chairs).
- Students will receive school wide goal setting and progress monitoring of SBAC, IReady, ELPAC, IAB's and CFA's to increase IPG tenet 1 culture of learning and 3 on student ownership.
- Students will receive tutorials in collaboration with the parent(s) and teachers to decrease number of Ds and Fs in core classes and for students to exhibit evidence of growth mindset, self-efficacy and social awareness as pre IPG tenant 1 as well as increasing parent communication to include when students are receiving D's and F's in two or more classes. (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 and SES).
- Students will receive support from academic counselor when setting and monitoring goals, 6 year plan to include A-G details and applying for high school.
- Student will receive differentiated classroom instruction that is aligned to the Common Core State Standards, ELD Standards, and driven by the Math/ELD Framework in all subject areas.
- Students in tier 2 and 3 will have additional supports outside of class (Allocate for TSA, teacher stipends, iReady intervention, SES and conferences).
- To support math instruction and assessment, computer hardware and accessories will be purchased, repaired, replaced, and upgraded as needed. This will include the purchase and/or installation of equipment such as: computers, computer carts, printers, ink cartridges, projectors, projector bulbs, document cameras, smart classroom equipment, cables, batteries or other supplies, as needed, to address the instructional needs of students and teachers.
- To accommodate our staff, an additional copy machine will be leased. The additional machine will accommodate the printing of quality complex texts, the building of frequent common formative assessments, and continued student support through the printing of primary source materials and Thinking Maps. This will provide students with consistent opportunities to engage with complex texts, facilitate close reading, and text annotation.
- Classroom materials and supplies including, but not limited to: notebooks, paper, pencils, pens, markers, crayons, and other associated items, will be purchased to support instruction in all subject areas and intervention program needs.
- Teachers will use results from Khan Academy, PSAT, IReady, SBAC and IABs assessments to guide technology support for students.

Specify enhanced services for EL students:

- 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).
- EL students will be identified by PLC teams and specific instructional strategies related to teaching EL students will be embedded into lesson plans for both instruction and professional learning.
- Additionally, access to technology supports such as Mango Language and translation software will be available to EL students through additional computers and online access through Fresno County Public Library.
- Concentrated intervention to meet FUSD Theory of Action for all EL students and LTEL/At-Risk students will be critical for ELD re designation and supports.
- Co-Teachers will plan side by side with Core Teacher utilizing IPG, ELA and ELD State Standards, GoMath, and CFA data to decrease the gaps of students with disabilities.
- Teachers will continue learning how to identify EL students and provide scaffolding for students to participate in or complete the task in order to build the knowledge and skills to be able to perform similar tasks independently in the future.
- An after school tutorial homework center will be provided to selected EL, Foster, and Economically Disadvantaged students to provide support and assistance with homework and tutoring.

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.
  - PL for GE teachers given by SPED teachers on how to read and understand IEP's, BSP's and 504 plans to meed students needs.
  - SPED and Co-Teachers will plan side by side with Core Teacher utilizing IPG, Math and ELD State Standards, SpringBoard Curriculum, and CFA data to decrease the gaps of students with disabilities.
  - Co-Teachers will work together to co-create engaging lessons that utilize flexible grouping or blended learning on a regular basis.
- African American Students
  - Students who do NOT have a disability will also have access to before or after school tutorials, homework center will be provided to selected Economically Disadvantaged students to provide support and assistance with homework and tutoring.
  - Students will have access to library computers and/or sign up for student tablets provided by FUSD.
  - Students will receive academic mentors along with other support as needed, or pathways to available resources.
- All low-preforming students
  - All students will meet one on one with the academic counselor. Grades and goal will be reviewed.
  - Parents will be notified and given the opportunity to meet with teachers and academic counselor to develop an achievement plan for their student.
  - Student and parents will be notified and given access to resources such as tutoring at the school site.
- Focus on student groups: African America, SPED students, Foster Youth, and English Learner Students.

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

Describe Professional Learning related to this action:

- Parents will be notified of students SBAC, PSAT, ELPAC, and IReady 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, IReady 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
- PIQE Classes
- SSC Meetings and ELAC Meetings parents will have opportunities to provide input.
- Parent Portal
- Edutext
- REMIND App
- Postcards for students/parents for staff to share Good Things, Stamps
- Goal 2 specialist/After School Lead-Spanish to translate and connect families to Yosemite.
- Parents will receive training on to access digital resources to support their students achievement.
- Parents of students who struggle academically or behaviorally will be invited to parent/teacher conferences to collaborate and create a plan to increase student achievement.
- Parents will be notified of school events through School Messenger announcements on a weekly basis keeping them informed of school business and opportunities to engage in school.
- School website will be a place where parents can go and receive critical information about site activities available and includes PeachJar a place where parents can download flyers from school in English, Spanish, and Hmong.
- Additional Spanish Translator in office.

- Profession Learning Communities: Each PLC's will become proficient at utilizing CFA's by using Learning By Doing, by Richard and Rebecca Dufour, creating smart goals, deconstructing standards and released SBAC items, creating CFA's aligned to content and literary standards; analyzing data by grade level, coarse, period, and student; planning for intervention and next steps; and reflecting on implementation strategies.
- Teachers and leaders receive professional learning; side by side processing, design and analysis; and coaching on Lab School strategies via (West Ed). This includes learning keystone pedagogies; purposeful planning with content alike PLC's; and debriefing modeling and implementation of ELD strategies that work for all students by examining student work and mapping out next steps.
- 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 and student collaboration.
- 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 Math.
- Teachers learning how to identify students with disabilities and be made aware of their disabilities and accommodations.
- Professional Learning on student collaboration/academic discourse and Tier 1 strategies to include flexible grouping, PLI (Personal Learning Initiative) Model and Lab school training to increase redesignation rate of EL students and maintain RFEP students as well as increase opportunities for all students to participate in high level listening to, reading, writing, and/or speaking about text(s) as per IPG tenants 2a and 2b.
- PL for GE teachers on how to read and understand IEP's, BSP's and 504 plans.
- Additional professional Learning, side by side creation/revision of unit/assessment/daily lessons, and coaching in 1) Lab School, 2) PLI, 3) Students with Disabilities, and 4) CHAMPS training and demonstration by DPI trainers.
- Teachers will consistently review and analyze student work to calibrate proficiency levels and increase student performance in each grade level and subgroups.
- PL on culturally responsive teaching and cultural proficiency for teachers and support staff.
- Planning/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 a innovative standardized team.
- 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.
- Teachers will have the opportunity with their team as well as teams from other schools to conduct peer lesson observations to support in specific identified areas based on student assessment results.
- Staff will have opportunities for peer observations on/off campus with subs provided quarterly to empower their knowledge as use of engaging students in grade level complex text, talk and task that are aligned to CCSS.
- Teachers will have access to professional learning through Solution Tree, Unbound Ed training, as well as district, county or conferences.
- Quarterly data analysis by PLC and Teachers using site developed assessment profiles Supplemental contracts will be available for additional planning time and professional learning.
- Subs will be provided for additional coaching, planning, and professional learning for both Teachers and Administration.

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, and IReady Assessments. Yosemite will support the redesignation of English Learners through a robust intervention program dedicated to building strong academic language acquisition and "authentic literacy" skills for all English Learners while preparing students for high school and college and careers. 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 be given multiple opportunities throughout the day to practice reading, writing, listening, and speaking across various curriculums as well as through digital literacy platforms.
    - All ELL students will meet quarterly with Academic Counselor for progress monitoring. Parent communication of progress will be included to increase academic achievement in students classes.
    - Students will have access to digital resources for literacy and computer access in all classes.
    - Teachers will goal set with all students to identify bubble students and redesignation cut points.
    - 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). This includes learning keystone pedagogies; purposeful planning with content alike PLC's; and debriefing modeling and implementation of EL strategies that work by examining student work and mapping out next steps.
    - Teachers will implement keystone pedagogies (Lab School/West Ed) in order to get students deeper into the text and in order to increase their reading, writing, listening, and speaking achievement.
    - Teachers will continue Lab School Work in implementing integrated and designated strategies to meet the needs of ELL students. To ensure EL students acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers in English.
    - Teachers will continue to receive training on ELD, ELPAC, as well in the embedded resources in SpringBoard and GoMath. In an effort to provide students as many opportunities to practice listening, reading, writing, and speaking skills within core classes.
    - Students will learn the literacy of each content area academic demands through reading, writing, and speaking about the text. To take ownership of their own learning as they progress towards English proficiency.
- Tier 2
    - All ELL students will be identified and have a case manager Academic Counselor/GLA/TSA 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/TSA for progress monitoring. Parent communication of progress will be included.
    - Teachers and Leaders will identify and target ELD students who have been continuously enrolled for more than five years for redesignation and students will set goals to make at least one year's growth towards proficiency and redesignation.
- Tier 3
    - Newcomers are placed in appropriate ELD/ELA Classrooms to receive intensive support. To ensure EL students, within a reasonable period of time, achieve the same rigorous grade-level academic standards that are expected of all students.
    - 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

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Scores for EL students will be monitored using SBAC, ELPAC, and IReady data. This data will be tracked and monitored to identify ongoing supports for "next step" actions.	Teachers, PLC's, EL Case Manager	Each assessment cycle.

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
EL students will track D's and F's with academic counselors and EL Case Manager. SPED teachers will monitor the progress of the students they case manage with IEP goals for EL redesignation monitored.	Academic Counselor, EL Case Manager, SPED Case Manager	monthly, quarterly
Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
EL Case Manager will monitor and support EL students throughout the year and will consult with teachers to provide ongoing supports to RFEP students.	Teacher, PLC's, EL Case Manager	Ongoing
Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
ELPAC, SBAC, IReady chats will be held prior to each test's administration with both academic counselor and intervention teacher. As additional redesignation criteria is determined, additional chats will take place	Academic Counselor, EL Case Manager, TSA	Through out assessment cycles
Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Learning trips for all EL students to universities on two occasions. First trip will be based on all students attending with second trip being an incentive trip to promote ownership of redesignation and establishing college going culture for EL students.	Academic Counselor, EL Case Manager, TSA	Semester 1 and Semester 2
Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
EL Students will be counseled on achievement gaps. Criteria for success, goal setting for students to advance at least one proficiency level and documented in ATLAS with communication with parents.	Academic Counselor/ GLA/ EL Case Manager	Quarterly
Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
All EL students will be identified by teachers prior to school starting. Students' present levels will be analyzed for appropriate placement and requisite supports through Teaching Fellows and mentoring programs.	Teachers, PLC's, EL Case Manager	Prior to the start of school on ongoing with monitoring.

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, IReady, 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, buses, 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 be given opportunities for after school tutorials. Parent and student communication of progress will be included.
- 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).
- Provide PL on culturally responsive teaching and cultural proficiency for teachers and support staff (Allocate for subs, teacher stipends)
- Co-Teachers will work together with GE teachers to co-create engaging lessons that utilize flexible grouping or blended learning on a regular to enhanced services for low-performing EL student groups. (Allocate for supplies and materials)
- Provide training through FUSD EL services and site based: to 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 for EL students. (Allocate for subs)
- Provide PL on differentiating instructions for EL/SPED EL students in order to maximize their achievement. (Allocate supplies and materials)

Specify enhanced services for EL students:

EL students will be identified PLC teams and specific instructional strategies related to teaching EL students will be embedded into lesson plans for both instruction and professional learning. Additionally, access to technology supports such as Mango Language and translation software will be available to EL students through additional computers and online access through Fresno County Public Library.

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 IEP's, BSP's and 504 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, PSAT, ELPAC, and IReady 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, IReady 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
- PIQE Classes
- ELAC Meetings (4 times a year) parents will have opportunities to provide input.
- Parent Portal
- Edutext
- REMIND App
- Goal 2 specialist/After School Lead-Spanish to translate and connect families to Yosemite.
- Parents will receive training on to access digital resources to support their students achievement.
- Parents of students who struggle academically or behaviorally will be invited to parent/teacher conferences to collaborate and create a plan to increase student achievement.
- Parents will be notified of school events through School Messenger announcements on a weekly basis keeping them informed of school business and opportunities to engage in school.
- School website will be a place where parents can go and receive critical information about site activities available and includes PeachJar a place where parents can download flyers from school in English, Spanish, and Hmong.
- DELAC Meetings
- Goal 2 specialist/After School Lead-Spanish to translate and connect families to Yosemite
- 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, coarse, 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 for teachers to continue to provide opportunities on how to engage student collaboration and academic discourse. Provide student opportunities to engage in the same rigorous grade-level academic standards that are expected of all students.
- PL on differentiating instructions for students with disabilities in order to maximize their achievement.
- Teachers will be provided additional PL through CSI funding to participate in CCI models of lesson planning, peer observation and feedback to improve EL teaching strategies.
- Teachers will continue to receive training on ELD, ELPAC, as well in the embedded resources in SpringBoard and GoMath. In an effort to provide students as many opportunities to practice listening, reading, writing, and speaking skills within core classes.
- Teachers will partner with Scandinavian Middle School to collaborate based on needs.
- 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.

2020-2021 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	Nc-Equipment			: G1A1, G1A2, technology equipment: Student/Classroom Technology	54,597.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Ovr			G1A1, Classified Support Overtime for Students & Parents & Teachers	900.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			G1A1 Classified Support Supplemental, Extra Work	753.00
G1A1	ESSA-CSI	Instruction	Teacher-Subs			G1A1, Subs for Teacher PL	17,000.00
G1A1	ESSA-CSI	Instruction	Teacher-Supp			Goal1, Actions 1 Goal 4, Actions 1&2 Teacher Supplemental Stipends, Extra Work	22,566.00
G1A1	ESSA-CSI	Instruction	Nc-Equipment			: G1A1, technology equipment	19,290.00
G1A1	ESSA-CSI	Instruction	Subagreements			G1A1, iPL + iReady,	27,320.00
G1A1	ESSA-CSI	Instruction	Travel			: G1A1, G1A2, G4A1, G4A2, Travel Expenses for Conferences	40,000.00
G1A1	ESSA-CSI	Instruction	Cons Svc/Oth			: G1A1, G4A1, G4A2, professional consulting services	5,000.00
G1A1	ESSA-CSI	Attendance & Social Work Service	Cls Sup-Reg	Lead, After Schl/Ext Day	1.0000	Goal1, Actions 1-3 Goal 4, Actions 1&2 Supports academics and Parent Involvment	67,324.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: G1A2, G1A3, G4A1, G4A2, G2, Library books, supplemental text, and subscriptions for students/classrooms	15,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			G1A1, G1A2, G2A1, G4A1, G4A2, Instructional Materials and Supplies, classroom, teacher, school site	92,054.00
G1A1	Sup & Conc	Instruction	Direct-Graph			G1A1, G1A2, G1A3, G2A1, Graphics Materials Signs, Posters Graphics, student planners, parent note cards, parent participation	4,000.00
G1A1	LCFF: EL	Parent Participation	Cls Sup-Reg	Lead, After Schl/Ext Day	0.3750	Goal1, Actions 1-3 Goal 4, Actions 1&2	17,964.00
G1A3	LCFF: EL	Instruction	Mat & Supp			G1A3, Instructional Materials and Supplies, Lab School Supplies	25,811.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			: G1A1 G1A2, G4A1 G4A2 Technology to support EL's and family of EL's	19,800.00
G1A3	LCFF: EL	Instruction	Direct-Other			G1A3, ELPAC Assessors	2,000.00
G1A3	LCFF: EL	Parent Participation	Oth Cls-Extr			Translators for Evening Events	600.00

$431,979.00

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	100 %	66.294 %	2018-2019	73.294 %

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

Currently, participation is 66.29% and will increase with 4th quarter activities.

- 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.
- New teachers to Yosemite open to starting new clubs on campus.
- Expanded opportunities for students to engage in clubs via Club Rush and campus culture coordinator.
- Weekly classroom meetings are conducted by teachers to develop and promote positive interactions (student to student and teacher to student).
- Resource Counseling Assistant worked with the district provided Restorative Practices Counselor to meet with identified students to provide positive behavior strategies and interventions.
- Music Teacher has improved the program 100%. Music Teacher is working with our feeder school to recruit students for next year. Music Teacher is also preparing outgoing 8th grade student for high school music program.
- Ask students for their input on what type of clubs they would like to have on campus.
- Coaches and Teachers will work together to make sure students missing 5th and 6th period classes will make up work. Also students with D's and F's will have to attend tutoring prior to going to practice to ensure work and grades are maintained.
- Provide lunch time activities via campus culture coordinator to engage students.
- Allowing clubs to participate during Saturday Academy and hold a club carnival to recruit students to get involved.
- Non discrimination policies and diverse club selections including BSU, MECHA and LGBQT clubs.

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

Goal 2 Participation Rate

- 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.
- Percent of students engaged in Goal 2 activities by year:
  - 2017-2018 - 97.7%
  - 2018-2019 - 66.3%
  - 2019-2020 - 66.29%

The growth we have had has decreased disproportionately within the significant subgroups. Our goal of increasing the participation percentage to 96.65% will assist in making sure all significant subgroups are engaged in activities, therefore decreasing disproportionality. Will need to dig deeper into who those students are and make direct outreach. Power BI shows evidence of student subgroups declining in goal 2 (i.e. Hispanics 17% decrease, SPED 30% decrease). However, data comparison from end of 2018-2019 to current 2019-2020 only shows mid-year.

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. (Have student input)
- Have sports students placed in 5th and 6th period PE to increase the amount of students who are eligible to participate. (Allocation for change of schedule and PE prep time)
- Incentives for students who participate in Goal 2 activities. (Allocate for certificates, medals, pins).
- 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.

- More frequent club rush opportunities (4 times a year).
- Students enrolling at Yosemite after August will be transitioned through the Bear Cave Activities.
- New students will meet with leadership students in a structured environment and learn the Yosemite Way from students and staff.
- Continue to offer a diverse selection of clubs for students to engage in and survey students, parents and teachers for needs assessments.

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:
During all of our SSC meetings this year we have routinely reviewed budget, SPSA actions, data for SBAC, English Learner Redesignation, Suspension Data, Student Engagement, and Attendance.During our analysis and discussion, SSC board members and parents provided the following feedback:	During our ELAC meetings we reviewed budget, SPSA actions, data for SBAC, English Learner Redesignation, Suspension, Student Engagement, and Attendance.During our analysis and discussion ELAC board members and parents provided the following feedback:	- Increase clubs on campus and continue existing clubs. - Continue to support teachers who lead clubs through stipends and materials. - Increase student incentives and recognition of students. - Budget for staff advisers, a wide variety of materials and supplies, buses, travel, and security.

SSC:

- Parents stated they wanted to remain with the previous investments since they have supported the growth observed in recent years.However, they were in support of adjusting the funds to be able to increase Social Emotional Supports for students. The following items were noted as high importance to our parents:
  - After school tutoring for students
  - SEL support for students in the form of counseling and therapy for students in all Tiers 1,2 an 3.
  - Technology Extra engagement activities for students (Noon Time League).
  - English Learner (EL) supports and monitoring of EL progress by Teachers and English Learner Review School Team.
  - Promoting and supporting literacy at school and home
  - School and student safety

ELAC:

- Growth in EL redesignation of students Parents stated they wanted to remain with the previous investments since they have supported the growth observed in recent years.However, they were in support of adjusting the funds to be able to increase Social Emotional Supports for students. The following items were noted as high importance to our parents:
  - After school tutoring for students
  - SEL support for students in the form of counseling and therapy for students in all Tiers 1,2 and 3.
  - Technology Extra engagement activities for students (Noon Time League).
  - English Learner (EL) supports and monitoring of EL progress by Teachers and English Learner Review School Team
  - Promoting and supporting literacy at school and home
  - School and student safety

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
  - Yosemite will reach out to feeder programs at Leavenworth, Rowell, Mayfair and Hidalgo Elementary Schools to build a climate and culture of high expectations for all students beginning with students' first exposure to Yosemite Middle School.
  - 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 (once a quarter = 4 x yr) .
  - 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.
  - Climate and Culture team will work with staff and students to identify and implement additional Goal 2 opportunities.
  - Teachers in collaboration with Culture and Climate Team will develop and implement a Multiple Tier Support System (MTSS) to support productive student behaviors.
  - Safe and Civil Schools procedures and Restorative Practices will be implemented school-wide, to provide a positive school climate and culture.The Restorative Practices Counselor and Resource Counseling Assistant will work with staff and students to promote positive relationships and activities
  - Contracts will be offered to staff who sponsor an after school, during lunch or before school engagement activity.
- Tier 2
  - Teachers will identify and select two students a month to honor as Grizzly Bear of the month for demonstration of good character in the classrooms.
  - 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 misbehavior's 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 Specialists assistant for Intramural; 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	Owner(s):	Timeline:
YMS Calendar of Events 2020-2021 to promote and recruit students to engage in Goal 2 activities.	Campus Culture Team, Goal 2 Specialist/After School Lead (Spanish), Principal, Climate and Culture Team	Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target   **Owner(s):**   **Timeline:**

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, After School Lead (Spanish), Principal

Timeline: Monthly review

Details: Explain the data which will specifically monitor progress toward each indicator target   **Owner(s):**   **Timeline:**

Goal 2 Specialist/After School Lead (Spanish) will review monthly engagement data. Students not engaged will be identified and counseled and invited to participate in Goal 2 activities including athletics,after school activities, and academic enrichment activities. African America, SPED students, Foster Youth, and English Learner Students will be the focus as they were found to be the lowest subgroups. 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: Ongoing

Details: Explain the data which will specifically monitor progress toward each indicator target   **Owner(s):**   **Timeline:**

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 and invited to participate in Goal 2 activities including athletics,after school activities, and academic enrichment activities. 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: Ongoing

Details: Explain the data which will specifically monitor progress toward each indicator target   **Owner(s):**   **Timeline:**

Club sponsors and advisors will document attendance in engagements and report to campus culture coordinator.

Owner(s): Club Sponsors

Timeline: Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target   **Owner(s):**   **Timeline:**

Athletic Director will review and input sports rosters. As well as ensure all athletics are accessible to all eligible students.

Owner(s): Athletic Director

Timeline: Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target   **Owner(s):**   **Timeline:**

Campus Culture Coordinator will host "CLUB RUSH" at the start of each quarter to ensure all students know what clubs and activities are available and sign up to join. Students will be encouraged and actively recruited to join.

Owner(s): Club Advisors/ Campus Culture Coordinator

Timeline: Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target   **Owner(s):**   **Timeline:**

All teachers will implement "Bear Necessities" in order for students to develop a sense of character and implement kindness on campus.

Owner(s): Teachers

Timeline: Monday and on Tuesday if Monday a holiday.

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, buses, 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 participate in school activities including rallies and Bear Fair (Allocate for teacher subs, materials and supplies)
- Students will be provided a spirit shirt (Allocate for spirit shirts)
- 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).
- Student rewards and incentives trips will be offered for students to colleges and Roosevelt School of the Arts Performance.
- Students will have access to cultural clubs to support and engage our disproportionate/disadvantaged students such as BSU, Hmong Club, and MECHA
- Support for YMA and YWA Instruction, curriculum, materials (backpacks, shirts, food, etc), community service projects, study trips, and other aspects of engagement that would encourage full participation.
- Student leadership and coaching positions will be available to work with our Severe Behavioral Program students.

Specify enhanced services for EL students:

We will identify and target our EL population by monitoring the students participating ensuring EL students are included. This will be done during our meetings with teachers and PLC's.

Specify enhanced services for low-performing student groups:

We will stress the importance, reach out and encourage student engagement for all students and specifically Tier 2 and 3 students.

- All students will meet one on one with academic counselors; Grades and Goal 2 activities will be reviewed.
- Parents will be notified and given the opportunity to meet with teachers and academic counselors to develop an achievement plan.
- Students and parents will be notified and given access to resources such as tutoring, clubs/Goal 2 activities at the school site during and after school.

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).
- The main office will maintain a list of activities students can engage in and contact information on how to get involved in each particular activity.
- Social Emotional Support Team will be in contact with parents to inform of support group activities in conjunction with community based services as well as on-site groups.
- Parents will be provided with opportunities to volunteer at the school site. These opportunities may include: Volunteering in the classroom, Chaperoning on field trips, Volunteering with Supervision and assistance as needed.

Describe Professional Learning related to this action:

- FUSD Climate and Culture Meetings for professional learning on and/or off campus.
- 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 unbound conference (Allocate for conference, travel, subs).
- Teachers will have access to the following Professional learning: On site PL focused on supporting implementation of school wide Multiple Tiered Support Systems (MTSS).Through access to our Restorative Practices Site Support and our district department of Prevention and Intervention support coaches, ongoing PL in Safe and Civil Schools strategies and Restorative Practices with a focus on student self efficacy.
- PLC Teams to discuss and plan for implementation of strategies to develop student-self efficacy.
- A district provided Restorative Practices Counselor will work with individual teachers, grade levels, and the staff to implement and refine restorative practices and SEL strategies.
- Lead by VP on site monthly Culture and Climate Meeting focused on clarifying expectations, analyzing data (SEL), and prescribing based on the desired outcomes.

2020-2021 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	Instruction	Teacher-Subs			G2A1: Subs for Bear Fair, Rally's, Student Events	7,600.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Additional Teacher work for engagement, G1A1, G1A2, G4A1, G4A2	2,110.00
G2A1	Sup & Conc	Instruction	Direct Trans			G2A1, Busses for student trips	3,000.00

$12,710.00

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

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

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	15.804 %	18.86 %	2018-2019	16.86 %
Suspensions Per 100	17.026 %	28.744 %	2018-2019	27.744 %

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

- As a site we are still progressing towards lowering our absentee rate to match the state overall. We are currently higher than the state average. We will target our students that are disproportionately affected.
- In the last three years our chronic absenteeism has been 17.8%, 18.9%, and recently 16.1%.
- 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.
- Academic Counselor A2A meetings with families on chronic absenteeism.
- .Academic Counselor contact to homes to problem solve solutions with family.
- First 10 days attendance procedures (body count, calling names, importance of first 10 day drops).
- Quarterly Certificates to acknowledge perfect attendance.
- Principal, VP and office staff communicated with parents of identified students during A2A meetings and as needed based on absences. The Principal, VP,, and Bilingual After School Lead (Spanish), Counseling Assistant meet with students that were identified Chronic or Severe Chronic to reinforce the importance of attendance.
- .Additional mentoring supports SESS CRA supported this work as well.
-

Suspensions Per 100

- School-wide CHAMPS structures for in and out of the classroom.
- 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, restorative conversations, and class meetings.
- Teachers make positive contacts outside of classroom with students.

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

Chronic Absenteeism

- Homeless students (57.1%), African American students (33.3%),students with disabilities (18.6%), and socioeconomically disadvantaged (20.8%) are chronically absent.
- Inconsistent communication with families on attendance due to lack of contact numbers.
- 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.
- During parent attendance meeting, parents have shared the following factors that contribute to chronic absenteeism and poor attendance.
  - Students are chronically sick and have to miss school,
  - Parents had to leave town or the country.
  - Families displaced due to family issues.
  - High levels of transiency due to moving from place with family members.

Suspensions Per 100

In looking at three year trend data for suspension, there has been a decrease in the suspension rate the past year. After an a deep analysis of the students being suspended and the reason they are being suspended,we discovered the following:

- There has been an increase in suspensions as a result of students bringing controlled substance to school and/or using it and sharing with other students.
- In the past year we enrolled several students new to our school that require higher levels of behavior support.
- Students suspended often had several opportunities to correct behaviors through alternative consequences but they continue to engage in inappropriate behaviors.
- Teacher inconsistency- substitute teachers in two math classes since first week of school due to teachers on leave; and Transition teacher on maternity leave and sub did not have the skills

- Teachers make positive phone calls home.
- Teachers log in ATLAS correctly,
- Teachers utilize Teacher's Encyclopedia of Behavior Management as a resource for problem-solving misbehavior's exhibited by a student.
- Case managers ensure that all teachers understand student accommodations with IEP's, BSP's and 504 plans.
- School wide discipline assemblies provided every semester .
- School wide procedures and behavior expectations established and implemented.
- COST team meeting will be held and interventions including, BSP, incentives, Check ins, accommodations-engagement, mentors, parent conferences and restorative measures.
- Support will be provided through implementation of restorative practices, increased Goal 2 activities and student engagement. VP and GLA will monitor suspension rates on ATLAS.
- Culture and Climate team will review the data by ed. Code and revisit PL on school wide procedures, practices and tiered interventions through restorative practices.
- Partner with parents and youth court. This gives students the opportunity to change behavior.
- Referrals, behaviors by tiers will be monitored as well as Suspensions by student and Ed code violations. Patterns will be established and targeted to meet the needs of staff and students.

necessary to de-escalate students which conversely increased their escalation.
- Lack of documentation on types of misbehavior's and strategies used for intervention by teachers and parent contact.

In looking at the data we also noticed the following sub-groups with high levels of suspension:

- African American Students (34.8%)
- Homeless Students (45.8%)
- EL Students (12.9%)

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 misbehavior's 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.
- VP, SSW, GLA, and Academic Counselor facilitates home visits to students who become chronically absent.
- Target chronic or close to chronic students and invite them to attend *Saturday Academy.*
- Plan and carry out courses of action relating to problems of student attendance or behavior to assist students to stay in school on target to graduate.
- Assist and participate in the School Attendance Review Board (SARB) as assigned; attend and participate in meetings related to child welfare and attendance, including legal hearings to better assist the needs of students to learn at grade level and beyond.
- Enforce FUSD safety policy of *Student ID Badges -*When students have been issued a school I.D. badge, they must carry it at all times. All students are required to present their I.D. card when asked by any FUSD employee while at a school or any school function.
- Enforce compulsory school attendance laws as provided in Education Code and District policies.

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.
- To meet the needs and support our Tier 2 and Tier 3 students, we will meet with the COST team with the goal of supporting the SSE and Behavior students needing additional support.
- Support SSW mentoring program in collaboration with school staff to identify students and provide mentoring, group counseling and/or one on one therapy to support Tier 3 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:

During our SSC meetings this year we have routinely reviewed budget, SPSA actions, data for SBAC, English Learner Redesignation, Suspension Data, Student Engagement, and Attendance. During our analysis and discussion, SSC board members and parents provided the following feedback:

- Parents stated they wanted to remain with the previous investments since they have supported the growth observed in recent years. However, they were in support of adjusting the funds to be able to increase Social Emotional Supports for students.
- They also agreed on the
- After school tutoring for students.
- SEL support for students in the form of counseling and therapy for students in all 3 Tiers.
- Technology and Extra engagement activities for students via clubs.
- English Learner (EL) supports and monitoring of EL progress by Teachers and English Learner Review School Team.
- Promoting and supporting literacy at school and home.
- School and student safety.
- Continue to Make the school more Yosemite, update from Green trim, poles, doors, tables to school color of purple.

- **Budget priorities**: Noon-time assistants and/or campus assistants (Allocate for extra time campus assistants and noontime assistants). Campus Branding of Yosemite Spirit (Allocate for signage materials, supplies, and installation of behavioral expectations and school spirit).

2 ELAC:

During our ELAC meetings we reviewed budget, SPSA actions, data for SBAC, English Learner Redesignation, Suspension, Student Engagement, and Attendance. During our analysis and discussion SSC and ELAC board members and parents provided the following feedback:

- Continue Parents stated they wanted to remain with the previous investments since they have supported the growth observed this year.
- 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.
- After school tutoring for students.
- Social Emotional Support for students.
- Technology and Extra engagement activities for students via clubs
- English Learner (EL) supports and monitoring of EL progress by Teachers and English Learner Review School Team.
- Promoting and supporting literacy at school and home.
- School and student safety.

- **Budget Priorities**: Allocate for part time office assistant/After Lead (Spanish)

3 Staff:

The feedback from ILT Teachers was also shared with all Teachers.

- Supplemental Contracts for teachers and classified staff to engage students.
- Additional Copy Machine (prints in color).
- Online Subscriptions to support learning.
- Bring in additional (campus assistants, noon-time assistants, certificated and classified supervision of students during non-instructional time) to support student with behavior and SEL issues.
- Keep existing tier 2 supports but expand to reach more students in a more timely fashion
- Move C4 closer together with counseling resource assistant to increase immediate interventions and eliminate students from walking around when sent out of class.
- 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.

- **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 noontime 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:

Data shows there is a correlation between consistent attendance and academic achievement. Since many of our students that are not meeting grade level standards also have poor attendance, it is imperative that we continue to takes steps to improve student attendance. To address this issue, the following actions will be taken. Yosemite will decrease the chronic absenteeism percentage by closely monitoring the attendance data and created tiered systems of supports for students and families.

8 Hours of Planning for each PLC During Summer. Increased collaboration has facilitated alignment of standards based instruction across curriculum including electives in support of literacy. All teachers were able to plan for common formative assessments and additional professional learning presented to staff. Teachers in ELA and Math will be able to coordinate deeper implementation of IAB's, CFA's, EA's within Springboard and GOMath scope and sequence. Will provide summer planning and extend this resource for additional planning time as part of YMS being a designated school.

- Tier 1
    - Daily automated phone calls out to parents who have students marked absent
    - Education on parent portal, and Edutext for monitoring students attendance and grades throughout the day.
    - Monitoring the attendance of all students individually and by sub-group.
    - Goal 2 activities will be provided to further connect students to school with the goal of improving attendance through engagement.
    - Teacher-Supp 2 for all 3 Academic Tiered supports, Tutorials,Tardy for LD and ASD.
    - Saturday Academy will be available for recovering absent days from school.
- Tier 2
    - Students not attending school will have A2A meetings with Attendance Clerk,VP 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.
    - Satisfactory students and students with improved attendance will receive incentives.
    - 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 for chronic and Severe students will conference and counsel on supports and how to improve attendance.
    - Parents will be contacted about enrolling and registering student for Saturday Academy to recover absence.
    - Attendance contracts and incentives will be utilized to promote student attendance and celebrate attendance improvement

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Daily review of ATLAS for ADA Review	Attendance clerk, Admin	Daily Monitor ADA on ATLAS

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Monthly/Quarterly Attendance Certificates for students with perfect attendance and improved attendance	Academic Counselor	Monthly/Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Weekly checks of perfect attendance and select students for incentives	Admin, Academic Counselor	Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Students will be strategically targeted to attend Saturday Academy. Notes to all tier 1, phone calls to all tier 2 & 3 students	Attendance clerk, Saturday School Coordinator	Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
1,2,3 Policy will be implemented consistently. The tardies will be tracked and monitored by the VP. Students with chronic tardies will be counseled and a phone call home continued repeated tardies will receive lunch or after school behavior intervention.	VP,GLA, TSA Tardies	Weekley

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Prior the start of school Academic counselors will communicate to incoming 6th grade students the importance of having all immunization documentation completed. Day 1 of school Academic Counselors, Nurse and Attendance Clerk will target students without proper documentation with support services.	Academic Counselor, Admin, School Nurse, Attendance Clerk.	Prior to school/first two weeks of school.

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Collaboration with FUSD Parent University will serve as barometer as to the needs of our parents to ensure we are providing parents with the necessary communication and supports to partner in ensuring all students are successful.	Admin, Academic Counselor	On going through out the year in coordination with Parent University.

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Postcards to students earning GPA's lower than 2.0 and with D's and F's at each progress report in addition to the progress report handed to students. This will ensure direct school to home communication to more deeply engage parents and guardians.	Academic Counselor	Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Weekly class meetings will be logged.	School Social Worker	Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Attendance will be monitored by the attendance team (Attendance/records clerk, Vice Principal, SESS Team) to assess areas of need for intervention. Positive attendance trends will also be reviewed as part of the incentive programs for positive attendance and student recognition.	Vice Principal , SESS team, Attendance Team	weekly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Document phone logs, parent and student contact related to attendance on ATLAS. Daily teachers will commit to calling home for at lease one absent student for the teacher home connection.	Academic Counselor, Admin,Attendance Clerk,Social Worker,RCA, SES Specialist/Teacher	Daily/weekly Contact and Log

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.
- Semester students will be able to participate in an incentive field trip when identified with 95% attendance.
- Teachers will monitor attendance and reward outstanding attendance at quarterly awards assemblies.
- Goal 2 activities will be planned to engage students in art, activities, and athletics.
- Subs will be provided, as needed to allow teachers to attend Goal 2 activities (training, conferences)

Specify enhanced services for EL students:

- ELL's case manager will include attendance in quarterly meetings and contact parents.
- Teachers will implement scaffolding strategies and incorporate ELD standards into lesson planning. Implementation of site EL Plan and AC EL Plan components.
- Students will receive guidance and goal setting strategies to improve attendance through core classes.
- EL Parents will all be invited to participate in "Bear Trail Walks" throughout the year with opportunities to walk classrooms and engage in feedback protocols with site admin and staff.

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:

- All students will meet one on one with the academic counselors. Grades, goals and attendance will be reviewed.
- RP Counselor will conduct re-entry conference with students after suspensions
- SSW will target students with multiple suspensions and develop support services for students on a case by case need.
- SEL team will provide group sessions for Tier 3 students to improve attendance and behavior.
- 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.
- Parent groups will be offered additional engagement opportunities to provide increased input. School Site Council, ELAC, Special Education Parents, EL Parents will all be invited to participate in "Bear Trail Walks" throughout the year with opportunities to walk classrooms and engage in feedback protocols with site admin and staff.
-

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

- Conduct A2A Meetings
- Parent Meetings on attendance monthly/quarterly
- Goal 2 Specialist/After School Lead to call home/ home visits for at risk students
- VP will contact parents for attendance meetings
- 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
- VP, GLA TSA will contact parents in regards to tardies.
- Communication from Teachers and Admin will focus on attendance improvement strategies with connection to academic improvement for students.
- Attendance will be discussed with parents during Parent Teacher Conferences and SST Meetings as needed.
- Parent Coffee Hours to include training on attendance by Goal 2 Specialist/After School Lead and Academic Counselor.
- Parents will have access to Parent Portal, Edutext, Parent University.
- Various parent groups will be targeted to ensure communication. For example, current parent groups will be offered additional engagement opportunities to provide increased input. School Site Council, ELAC, Special Education Parents, EL Parents will all be invited to participate in "Bear Trail Walks" throughout the

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.
- Continue CHAMPS and Restorative Practice with support from DPI. (Allocate for professional texts, conferences, travel, subs)
- Ongoing PL in Safe and Civil Schools strategies and Restorative Practices to help connect students to school, resulting in improved attendance.
- The Restorative Practices Counselor will consult with teacher and work with students to promote student connectedness to the school.
- YMS will utilize our Family Counseling Services (Blue Sky) to train our teachers to support SEL competencies.
- 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.).
- Teachers will review attendance data and given strategies to improve attendance and tardies daily.
- Teachers will be given tools(incentives) to help improve attendance and tardies to include goal setting and

year with opportunities to walk classrooms and engage in feedback protocols with site admin and staff.   strategies to support improved attendance during Bear Necessities.

  •

Budget priorities:

- Allocate for parent tablet access in the office and library, babysitting, translation, materials, supplies

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 misbehavior's and suspensions reviewed by VP with follow-up calls to feeder schools.
    - Teachers in collaboration with Culture and Climate Team will develop and implement a Multiple Tier Support System (MTSS) to support our students behavior needs.
    - Calendar a monthly focus to be intentional about teaching the SEL competencies to all students.
    - All Teachers will conduct class meetings on a weekly basis to foster and build positive relationships between students and adults.
    - Class meeting verification forms will be collected by the VP and both SSW, Academic Counselor and VP will monitor class meeting implementation through walk through observations.
    - SSE Team will provide Second Step lessons on a as needed based on student needs.
    - All teachers will establish and implement clear classroom behavior expectations CHAMPS. All students will receive classroom and school-wide CHAMPS expectations multiple times throughout the year.
    - Teachers will communicate behavior concerns with parents and log into ATLAS.
    - Bear of the month will be promoted monthly to build the character competencies, teachers will select two students who have shown character in the classroom.
    - 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.
    - As needed, teachers will develop student specific behavior plans to support and reinforce positive behaviors for learning with the support of School Psychologist, Academic Counselor, School Social Worker, and Admin).
    - 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).
    - Students will be supported by SSE Team and Resource Counselor they will supervise the Bear Cave during morning and lunch time.
    - 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 placed based on student needs (just social emotional and both social emotional and academic) along with COST team meeting will be held and interventions including, BSP, incentives, Check ins, accommodations,re-engagement, mentors, parent conferences and restorative measures (Allocate for staff to tutor students before school, at lunch, and after school).
    - one on one mentoring and support in the classroom and for students with behavioral needs.
    - Additional supports will be available for students with anger management and crisis management needs to support students staying in school by reducing the number of students chronically absent and for the purpose of reducing suspensions due to negative behaviors.
    - 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
    - Additional supports will be available for students with anger management and crisis management needs to support students staying in school by reducing the number of students chronically absent and for the purpose of reducing suspensions due to negative behaviors.
    - All referrals will be handled in a timely manner with documentation and phone calls so students parents and teachers feel supported outside of the classroom at all times.
    - 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 misbehavior's. 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
VP/GLA will collaborate with re-engagement teacher, SNRO & COST team when tracking student referrals to transition based on ed. Code. CA's will also work with level 1 & 2 students to ensure they are able to stay in class. This will ensure deescalation and further disciplinary action.

Owner(s):
VP/GLA /COST Team/SNRO/CA's

Timeline:
Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target
Academic Counselors/teacher/VP/GLA will data chat with a focus on grade correlation with chronic behavior referrals. Intervention for at most risk students will be monitored.

Owner(s):
Academic Counselors/VP/GLA /Teachers

Timeline:
Bi-Weekly, pre-progress report and pre-report card intervals.

Details: Explain the data which will specifically monitor progress toward each indicator target
Students not engaged in goal 2 activities will be encouraged to participate in activities of their choice.Students will be counseled for eligibility for athletics. Student engagement data will be monitored monthly through ATLAS.

Owner(s):
Campus Culture Director, Athletic Director , COST Team

Timeline:
Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target
Social Worker will implement and monitor a mentoring program for our at most risk students.

Owner(s):
Social Worker

Timeline:
Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target
Teachers will receive training in cultural proficiency to ensure that daily teachers have an awareness of knowledge, attitudes and skills that support students feeling welcome and part of the school.

Owner(s):
Teacher, Admin

Timeline:
Monthly training, daily work.

Details: Explain the data which will specifically monitor progress toward each indicator target
Students enrolled in the Young Men's and Young Women's Alliance program will conduct weekly progress checks with teacher and track progress for each individual student, providing a weekly report to COST team.

Owner(s):
YMA and YWA Teachers and COST Team

Timeline:
Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Academic Counselor will hold D and F chats with all students each quarter that have earned D's or F's during the quarter. These conferences will result in goal setting plans and guide students to supports to improve grades. Special attention to be focused on our disproportionate students (SPED, EL and AA) to ensure progress.	Academic Counselor	Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Data will be analyzed to determine what planning for action must take place for suspensions based on analysis of discipline report.	Principal with Co-Admin	Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
High risk students will attend a COST team meeting and interventions will be put in place and monitored.	COST Team	Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Daily review of student referrals sent to transition will be monitored through ATLAS and Re-engagement teacher. Re-engagement students' academic progress and assignment completion will be monitored. Re-engagement teacher & Counselors will provide strategies to include time management, study skills, social emotional coping strategies, reflections and restoration for reentry.	Admin and Re-engagement teacher and Counselors	Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Bi-Weekly review of student suspensions	VP, Principal	Bi-weekly
Weekly review of suspension data	VP, Principal, Psychologist	Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Teacher referrals will be monitored and Student data review by misbehavior's in ATLAS	Admin and Psychologist	Weekly/Bi-Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Monthly review of student interventions.	Admin, Psychologist, COST Team	Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Students strategically targeted based on behavior for intervention groups and/or mentoring	VP, COST Team, Psychologist	Monthly

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

Incentives for improved behaviors with the approval of Admin.

Owner(s):

Psychologist, SSE Team, RCA, SSW

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 (Bear Necessities) created and monitored by Climate and Culture Team along with DPI.
- Students will be given opportunities to participate in restorative practices/circles and opportunities for correct/reflect code violations
- 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.
- Continue to support and allocate money to Young Men's Alliance and Young Women's Alliance with FTE instruction, Funding for an African American Student Adviser, curriculum program, specific materials (backpacks, t-shirts etc.), community service projects, study trips, guest speakers and other aspects to encourage participation in this program.
- Continue with implementation of WEB program, mentoring, lunchtime activities, leadership activities, academic planners, assessment and goal setting.
- Assign High Risk students a volunteer staff member mentor to meet with on a regular basis and shadow who will be reimbursed for incentives. Special attention to be focused on our disproportionate students (SPED, EL and AA) to ensure progress.
- Re-engagement teacher will be assigned a caseload of high risk student to help monitor and foster connections.
- Student will be given the opportunity to engage in school service and well as earn incentives/field trips.
- School wide expectations talks will be done each semester.
- Students will have academic agendas/planners to track grades and goals.
- Students will have to opportunity to have a referral to tutoring/intervention/enrichment.
- Students will have opportunities to participate in career pathways/technical education courses, and rigorous high school credit electives through DI program.
- Breakfast & lunch celebrations for improved behavior.
- Teacher will continue to implement a tiered system of classroom discipline that when implemented with expertise, will decrease the number of office referrals and reduce suspensions.
- For students that are having difficulty attending school or struggling academically and behaviorally, counselors will work with students and parents on possible alternative placement at District supported programs such as the ELearn Academy and Phoenix Secondary when all other interventions and supports have not been successful.
- Increase school signage for CHAMPs, positive messaging, and school spirit in providing clear expectations for behavior of academic scholars.

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.
- Behavior of EL students will be monitored quarterly.
- Students will be encouraged to participate in goal 2 activities and be given opportunities for intervention, tutoring, enrichment as well as school wide activities.
- Social Emotional Counselor provides lunch club for Newcomers.
- Staff focuses on entering positive behaviors into ATLAS to reinforce expected behaviors at YMS.

Specify enhanced services for low-performing student groups:

- All students will meet one on one with the academic counselors. Grades, goals, expectations will be reviewed.
- Parents will be notified and given the opportunity to met with teachers and academic counselors to develop an achievement plan.
- Students and parents will be notified and given access to resources such as tutoring at the school site.
- 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 Re-engagement Class for support and de-escalation.
  - Case managers will communicate with GE Teachers throughout year IEP's, and BSP's accommodations of students with disabilities
  - Review Behavioral Plans of students with IEP's and 504 plans 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.
- Parents will be educated on restorative practices.
- Parents will have opportunities for Admin, Teacher and student meetings with high risk students.
- Parent meetings prior to reentry back to school with Restorative Counselor.
- Parents will have access to Parent Portal, Edutext, Parent University.
- Parents will have opportunities to provide input through School Site Council, site and District ELAC meetings.
- 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 misbehavior's/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):
  - Professional learning will continue to be delivered around the use of formative assessment for the analysis of best practice instructional strategies and common assessments in support of students in need of intervention and addition support.
  - Teachers will receive training in cultural proficiency to ensure that daily they have an awareness of knowledge, attitudes and skills that support students feeling welcome and part of the school
  - PL from DPI on Safe & Civil Schools Tough Kid Series; Encyclopedia of Behavior Management; Intervention on expectations, structures, and routines.
  - Culture and Climate team will update staff on referrals, referral processes and alternatives.
  - PL will include: Structures for Success, School wide commitments/expectations, social emotional initiatives,strategies for classroom management, redirecting behavior, building positive relationships, proactive strategies to promote student success will be taught and reinforced with both students/adults, school wide expectations, classroom expectations of CHAMPS.
  - Capturing Kids Hearts - Engaging Students, 4 Questions, Social Contract, Restorative Practices Training.
  - Class Meeting Circles, Restorative Meetings via SSW and DPI.
  - Why Try Training for para-educators, social worker, and SDC teachers through use of substitute teachers.
  - Engaging Students with Poverty in Mind (Jensen)
  - Student referral process will be revisited for moderate (Level 2) and Severe (level 3) incidences. Staff will continue to be trained in engagement strategies in the classroom.
  - PL on how to meet students educational needs while in transition.
  - Creating Tier 2 and 3 support strategies, contracts, and Behavior Support Plans to be implemented.
  - Teacher release time to participate in COST team meetings, Culture and Climate Team meetings, parent meetings, restorative reentry.
  - 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.
  - Professional collaboration time will be used in preparation for opening of school and class meeting structures.

2020-2021 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
G4A1	ESSA-CSI	Instruction	Bks & Ref			G1A1, G1A2, G1A3, G4A2 Books & Other Reference PL Books, SEL curriculum	20,000.00
G4A1	ESSA-CSI	Other Instructional Resources	Cls Sup-Sup			G4A1 - Classified Support Supplemental	4,000.00
G4A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			G4A1, Reimbursement for Home Visits - Mileage	500.00
G4A2	Sup & Conc	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.4000		60,976.00

$85,476.00

06/03/2020

2020-2021 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	Nc-Equipment			: G1A1, G1A2, technology equipment: Student/Classroom Technology	54,597.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Ovr			G1A1, Classified Support Overtime for Students & Parents & Teachers	900.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			G1A1 Classified Support Supplemental, Extra Work	753.00
G1A1	ESSA-CSI	Instruction	Teacher-Subs			G1A1, Subs for Teacher PL	17,000.00
G1A1	ESSA-CSI	Instruction	Teacher-Supp			Goal1, Actions 1 Goal 4, Actions 1&2 Teacher Supplemental Stipends, Extra Work	22,566.00
G1A1	ESSA-CSI	Instruction	Nc-Equipment			: G1A1, technology equipment	19,290.00
G1A1	ESSA-CSI	Instruction	Subagreements			G1A1, iPL + iReady,	27,320.00
G1A1	ESSA-CSI	Instruction	Travel			: G1A1, G1A2, G4A1, G4A2, Travel Expenses for Conferences	40,000.00
G1A1	ESSA-CSI	Instruction	Cons Svc/Oth			: G1A1, G4A1, G4A2, professional consulting services	5,000.00
G1A1	ESSA-CSI	Attendance & Social Work Service	Cls Sup-Reg	Lead, After Schl/Ext Day	1.0000	Goal1, Actions 1-3 Goal 4, Actions 1&2 Supports academics and Parent Involvment	67,324.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: G1A2, G1A3, G4A1, G4A2, G2, Library books, supplemental text, and subscriptions for students/classrooms	15,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			G1A1, G1A2, G2A1, G4A1, G4A2, Instructional Materials and Supplies, classroom, teacher, school site	92,054.00
G1A1	Sup & Conc	Instruction	Direct-Graph			G1A1, G1A2, G1A3, G2A1, Graphics Materials Signs, Posters Graphics, student planners, parent note cards, parent participation	4,000.00
G1A1	LCFF: EL	Parent Participation	Cls Sup-Reg	Lead, After Schl/Ext Day	0.3750	Goal1, Actions 1-3 Goal 4, Actions 1&2	17,964.00
G1A3	LCFF: EL	Instruction	Mat & Supp			G1A3, Instructional Materials and Supplies, Lab School Supplies	25,811.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			: G1A1 G1A2, G4A1 G4A2 Technology to support EL's and family of EL's	19,800.00
G1A3	LCFF: EL	Instruction	Direct-Other			G1A3, ELPAC Assessors	2,000.00
G1A3	LCFF: EL	Parent Participation	Oth Cls-Extr			Translators for Evening Events	600.00
G2A1	Sup & Conc	Instruction	Teacher-Subs			G2A1: Subs for Bear Fair, Rally's, Student Events	7,600.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Additional Teacher work for engagement, G1A1, G1A2, G4A1, G4A2	2,110.00
G2A1	Sup & Conc	Instruction	Direct Trans			G2A1, Busses for student trips	3,000.00
G4A1	ESSA-CSI	Instruction	Bks & Ref			G1A1, G1A2, G1A3, G4A2 Books & Other Reference PL Books, SEL curriculum	20,000.00
G4A1	ESSA-CSI	Other Instructional Resources	Cls Sup-Sup			G4A1 - Classified Support Supplemental	4,000.00
G4A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			G4A1, Reimbursement for Home Visits - Mileage	500.00

| G4A2 | Sup & Conc | Psychological Services | Crt Pupl-Reg | Psychologist, School | 0.4000 | 60,976.00 |

$530,165.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$56,250.00
ESSA-CSI	3182	$222,500.00
Sup & Conc	7090	$184,740.00
LCFF: EL	7091	$66,675.00
Grand Total		**$530,165.00**

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	$431,979.00
G2 - All students will engage in arts, activities, and athletics	$12,710.00
G4 - All students will stay in school on target to graduate	$85,476.00
Grand Total	**$530,165.00**

06/03/2020