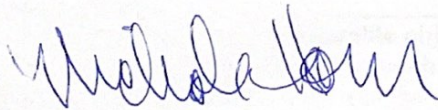


**Yosemite Middle**

10621666061204

Principal's Name: Nichole Horn

Principal's Signature:



The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

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

<b>District Goals</b>	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including 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 District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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

Consolidated Program Assurances

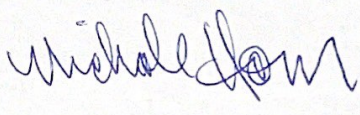
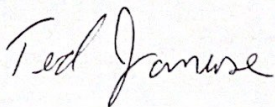
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Nichole Horn	X				
2. Chairperson - Ted Januse			X		
3. Elizabeth Robles			X		
4. Karla Dominguez				X	
5. Cody Rodriguez		X			
6. Lauren Meador		X			
7. Alvaro Huerta		X			
8. Veronica Morales				X	
9. Florencia Hernandez				X	
10. Alejandra Martinez				X	
11. Maricela Lucio			X		
12. Michael Donabedian		X			
13. Soledad Fierro				X	
14. Leanna Garcia					X
15. Maylen Hernandez					X

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date 9/30/20.

Required Signatures

School Name: Yosemite Middle			
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		5/17/21
SSC Chairperson	TED JANUSE		5/17/21

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 2021/22

Yosemite - 0505

**ON-SITE ALLOCATION**

3010	Title I	\$59,520 *
7090	LCFF Supplemental & Concentration	\$194,300
7091	LCFF for English Learners	\$78,867
3182	Comprehensive Support and Improvement	<b>\$238,700</b>
7099	School Opening Support <i>(New! One-time funds)</i>	<u>\$13,400</u>
<b>TOTAL 2021/22 ON-SITE ALLOCATION</b>		<b>\$584,787</b>

* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,860
Remaining Title I funds are at the discretion of the School Site Council	<u>\$57,660</u>
Total Title I Allocation	\$59,520

## 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/Guiding Coalition (CSI) Team, which includes applicable department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners in alignment with schools chosen focus, work in tandem with the site team as a Professional Learning Community (PLC).
  - School site team works with CF Pivot Team/Guiding Coalition (CSI) Team to complete a root cause analysis and determine areas of focus.
  - School site team works with CF Pivot /Guiding Coalition (CSI) Team to identify actions and metrics as part of the site leaders 6-8-week plan.
  - School site team and CF Pivot Team/Guiding Coalition (CSI) 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.
- ❖ Professional learning for site leaders and teachers focused on CSI identified student groups.
- ❖ Resources and/or Professional Learning provided to school sites:
  - Culturally Proficient Learning Communities, book
  - i-Ready Teacher Toolbox
  - Restorative Practices New/Refresher Course(s)

## Yosemite Middle 2021-2022 - SPSA

### Goal 1 - STUDENTS: Improve academic performance at challenging levels.

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate		7.32 %	2019-2020	14.32 %
I-Ready ELAD2 On Level		19.67 %	2020-2021	26.67 %
I-Ready Math D2 On Level		17.69 %	2020-2021	17.13 %

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

#### I-Ready ELAD2 On Level

- 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 and use of the four tools for Cultural Proficiency.
- 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 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

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

#### I-Ready ELA D2 On Level

- Student tutorial attendance after school was low not all students took advantage of the opportunity.
- IReady administration and makeups due to first Distance Learning (DL) and technical issues.
- Academic interventions due to teachers not comfortable or trained on implementing small groups within the class period in Distance Learning.
- The lack of adequate resources i.e. internet access for student at home during Distance Learning.
- Students not utilizing the planner for goal setting and writing down assignments and due dates.
- Teacher feedback was not consistent for students in all classes.
- 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 student IEPs, IPG, ELA and ELD State Standards, CFA data and/or differentiating GVC Springboard.



and accommodations to meet their yearly academic goals.

- PLC Teams have common daily preps, weekly collaboration, planning, assessment calendars, CFA's and analysis of student learning weekly to identify successes and learning gaps in order to inform and adjust 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, 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, IEP and CFA data to decrease the gaps of students with disabilities.

#### I-Ready Math D2 On Level

- Students have access to digital resources in all classes.
- Students work in classroom environment with high expectations with the use of CHAMPS and use of the four tools for Cultural Proficiency.
- 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 and MLD.
- 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.
- 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, IEPs and CFA data to decrease the gaps of students with disabilities.

#### EL Reclassification Rate

As of 2019-2020 in Power BI, 7.3% of our English Learner students were redesignated. Currently have yet to be administered ELPAC.

##### Key factors

- Student exposure to more rigorous text EL support teacher continued support in providing Integrated ELD lessons within content areas.
- 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.

- PLC's are not consistent in making informed decisions based on SBAC, IReady, ELPAC, IAB's or CFAs.
- African American student D/F rate has remained consistently at 64.7% over the last two years. In addition, IReady data from 2020-2021 has show an increase of 26.67% of students who are 2+ years behind in reading in 8th grade. In 7th grade there is a 10% decrease in reading.
- Additionally, EL students who are 2+ years behind decreased 1.7 % in 8th grade IReady reading. 7th grade increased 2.86% in IReady reading.
- Overall IReady reading data shows only 29.75% of students are on grade level, 23.93% of students are one grade level below. 70.97% of students 8th grade are 2 or more years below grade level and 65.9% of 7th grade students are 2 or more grade levels below.
- According to the California Data Dashboard in ELA all YMS students are 54.6 points below standards based on 2018-2019 data. This is the most current data due to pandemic.
- 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.

#### I-Ready Math D2 On Level

- Student tutorial attendance after school was low not all students took advantage of the opportunity.
- IReady administration and makeups due to first Distance Learning (DL) and technical issues.
- Academic interventions due to teachers not comfortable or trained on implementing small groups within the class period in Distance Learning.
- Students not utilizing the planner for goal setting and writing down assignments and due dates.
- Teacher feedback was not consistent for students in all classes.
- 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 Mde.
- 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 IEP's, IPG, Math and ELD State Standards, CFA data and/or GoMath Curriculum.
- Students with disabilities was not focused on as a key student group of focus.

#### EL Reclassification Rate

As of 2019-2020 in Power BI Currently we have 7.3% re-designated and ELPAC have yet to be administered. In addition 85% LTEL students remain as the highest subgroup to redesignate .

##### Key factors

- More PL needed EL support in Integrated & Designated ELD lessons within content areas.
- Lack of student motivation to pass ELPAC.
- Students not given as many opportunities to go deep into the text and utilizing Lab School (West Ed) instructional strategies.
- 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.

- 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.
- 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, IAB's, and ELPAC 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.

- All ELL students will be identified by EL Team and will set goals to make at least one years growth towards proficiency and redesignation.
- 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.
- 85% 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.
- 15% of EL students are classified as At Risk and are not on target to redesignate as per EL Resignation Goal Setting in ATLAS.
- 95% of EL students in 8th grade are two or more grade levels below in IReady reading and in 7th grade 70.36% are two or more grade levels below.

Key Factor: CSI funds will directly support improvement of all historically underserved students.

**Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.**

- Funds were allocated for increasing student ratio of computers in core classrooms to support blended learning and digital literacy in classrooms. Computers were purchased for classrooms to supplement the new one to one format.
- Funds were allocated to increase professional learning for teachers to include conferences, on site PL with outside providers, and within district supports. Professional Learning Conferences out of state travel were canceled due to COVID
- Funds were allocated for students to have access to additional supports before school, lunchtime, and after school. Due to COVID students were placed on Distance Learning.
- Funds were allocated for Teachers to observe colleagues and to observe teachers at other FUSD sites for Additional modeling of Keystone pedagogy via Lab School training. Teachers did not observe other sites due to COVID and having to learn how to teach in a Distance Learning Format.
- Purchase additional headphones specifically for assessments.
- Budget transfer allowance.
- Increase teacher training in flexible grouping strategies.
- We had intended to utilize our TSA differently this past year. We will continue to fund that position and change the focus of the work to impact the academic success of our EL Students and African American students.
- We planned and budgeted better this year on travel for professional development. We will continue to fund travel for training and conferences as it has helped to increase student learning.
- As our PLC work has gained momentum, more requests for planning days have occurred. We did not budget for the number of subs that would be needed for planning and travel so we will increase that budget for the coming year.
- Our African American students and EL students still rank as our lowest sub-groups in math and literacy proficiency. We will continue to fund an TSA who focuses on the work to support teachers in instruction and to monitor EL student progress.
- We will provide funding to support the work of an African American Academic Acceleration (A4) mentor to support and monitor progress of our African American students. In an effort to lessen the disproportionality and support our low performing sub-groups.
- We will continue to support the work of our Culturally Responsive Teaching team and provide professional learning around cultural proficiency

**Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.**

- We continue to stay focus on the action items and goals from our previous year. Throughout the various action items you will notice the SWD support teacher imbedded to support the various goals. We will also utilize online resources and tools, such as but not limited to Connected Classroom, iReady, Khan Academy which will be used to support SEL skill development, enhance classroom engagement and improve academic success.
- Culturally Responsive teaching team has been added, to learn and develop training for our teachers around being culturally proficient and responding accordingly. This is intended to support our low-performing subgroups as well as create a more inclusive and equitable environment for all students
- 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.
- 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.

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

**1 SSC:**

The 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.
- Parent Study Skill Communication-To help parents be able to support kids at home via agendas.
- 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.
- 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

**2 ELAC:**

Data was shared with SSC for each assessment and at the establishment of the SSC with SBAC data and school climate data.

- Fund before school, lunchtime, and after school tutorial.
- Increase parent communication to students in tutorials.
- 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 all students.
- Additional engagement activities for student who are not interested in sports.
- English Learner (EL) supports and monitoring of EL progress by Teachers and establish a English Learner Team .

**3 Staff:**

In order to support teachers and students, the following suggestions were made by teachers, ILT and staff.

- Shared concerns about tutorial sessions - lots of opportunity but do all kids know about the sessions (when and where) and are they being utilized. This was requested due to the lack of attendance of tutorials at lunch and the difficulty of getting students to stay after school.
- Increase social emotional supports for students to support students with behavioral issues and provide additional counseling support.
- Creation of Intervention Teams ie. Tutoring, EL Team, Attendance Team, SBAC team, and DI Team, to examine logistics, characteristics, and effectiveness of quality intervention. Extra pay contract for provided for teachers to be a part of the team.
- Refinement of Tier 1 and 2 practices and from teacher teams will result in improved outcomes for SBAC ELA and Math.
- Vertical and grade level teamwork to reduce the number of struggling students.
- Include more culturally relevant resources and reading materials.
- Increase the number of parent workshops. Home Visits. Incentives for academic growth.
- 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 and 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.

**Action 1**

**Title:** Increase ELA/Literacy Achievement

**Action Details:**

Yosemite will increase student literacy in ELA as measured by the SBAC, iReady, IAB's, ELPAC and CFA's. Yosemite will implement a comprehensive program through SpringBoard curriculum, 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 an inclusive classroom environment with high expectations by the use of CHAMPS and Culturally proficient instructional strategies.
- 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 with using culturally proficient instruction for targeted student groups.
- 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, in collaboration with their PLC's, will develop interventions for student who are not meeting targeted instruction via CFA's.
- 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, SEL 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](#)

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 will also analyze assessment data to determine any disproportionality and plan intervention using released practice questions as part of their problem of the day.

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

Teachers/Admin

[Timeline:](#)

August 2021 and Daily

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

IReady Assessments

Teachers will include the IReady program as a resource and intervention by assigning students 45 minutes of practice per week.

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

Teachers, PLC's, and Admin

[Timeline:](#)

August, October 2021 & Feb 2022

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Common Formative Assessments - Teachers create cfa's (e.g. common exit tickets) and CFA's (e.g. unit assessments, EA's) based on state standards, and scope and sequence. ELA will use common curriculum, lesson planning and learning targets when unpacking standards as well as using student work to calibrate proficiency.

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

PLC's, ILT, Admin

[Timeline:](#)

Weekly small cfa's  
Monthly CFA's

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

IPG: 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 will also use IPG's as part of their planning process to ensure they are targeting tenets 2A, 2B, and 3.

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

Teachers, PLC's, ILT, Admin

[Timeline:](#)

Weekly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Quarterly data chat's with all teachers, on progress of all students, and focus students. 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.

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

Teachers, Admin

[Timeline:](#)

Quarterly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

PLC's collaborate to create, evaluate, and analyze data to increase student performance and looking at next steps to promote comprehension at high levels. Also teachers will calibrate grades to be reflective of curriculum and assessments. Evidence of PLC collaboration via agendas and minutes will be provided to admin on a weekly basis.

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

Teachers, PLC Teams

[Timeline:](#)

Weekly

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

Professional Learning for core 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.

**Owner(s):**

Teachers, PLC Teams, Admin, EL Services

**Timeline:**

Monthly Coaching and/or PL

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

Professional Learning for lead teachers in PLI, Personalized Learning Initiative. Goal is to continue increasing student discourse utilizing a digital platform for student collaboration. Leads will become Trainer of Trainers and lead PL with staff. Teachers will observe each other provide feedback on complex text, talk and task.

Data - Increased student discourse, IPG data

**Owner(s):**

Lead Teachers, Admin

**Timeline:**

Quarterly PL for Leads

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

PSAT data (if administered by FUSD) will be provided to teachers and students to increase ELA and Math skills necessary to reach grade level readiness.

**Owner(s):**

Teachers, Admin

**Timeline:**

October 2021

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

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

Professional Learning on Cultural Proficiency to increase understanding of diverse student needs.

**Owner(s):**

Teachers, Admin

**Timeline:**

August Launch

Weekly AC Meetings

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

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.

**Owner(s):**

Teachers, Admin

**Timeline:**

Semester

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

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.

**Owner(s):**

Admin, ILT

**Timeline:**

Training Timelines/Daily implementation in classrooms.

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

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.

In addition, SEL team will hold weekly check-ins with African American students on grades, social emotional well being and make family connections.

**Owner(s):**

Academic Counselors

**Timeline:**

Quarterly

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

Provide all teachers with additional resources to purchase materials and supplies to increase the implementation of Cultural Proficiency Instruction and 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.

**Owner(s):**

Admin

**Timeline:**

Each quarter and assessment reporting cycle.

**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) (Utilize CSI funds for technology and furniture for flexible groups).
- 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 tenet 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, teaching fellows).
- 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.
- Students will receive culturally appropriate instruction by providing PL for teachers via DEI praxis.

**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.
- Teacher will receive feedback on the IPG of instructional delivery on selected EL PL topics.
- 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.
- 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.
- Yosemite is a CSI School. During our CSI Meetings Yosemite has completed a Root Cause Analysis/

**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 meet students needs.
  - SPED and Co-Teachers will plan side by side with Core Teacher utilizing IPG, ELA and ELD State Standards, SpringBoard Curriculum, CFA's and SBAC 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-performing students



Theory of Action and our CSI Goal is focused on EL Students. We began with our Problem of Practice, moved into a Root Cause Analysis and our AIM Statement is to increase the performance of the EL Students on the SBAC to 12%. Through our CSI Meeting and updates to staff, we are continuing on our Theory of Improvement which is a working theory of the high level changes that we believe will lead to the desired outcome. Our aim is to increase the performance of the EL Students on the SBAC ELA to 12% using the primary driver of professional learning of certificated staff focused on Lab School and incorporating strategies for EL's of differing levels.

- o All students will meet one on one with the academic counselor. Grades and goal will be reviewed.
- o Parents will be notified and given the opportunity to meet with teachers and academic counselor to develop an achievement plan for their student.
- o 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.

## 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. In addition, Yosemite will include PL for staff on incorporating Claims/Targets in both Math 7th/8th grade.

- Tier 1
  - o Students will work in challenging content on a procedural, conceptual, and task lessons in all math classrooms.
  - o Students will learn the literacy mathematical academic demands through reading, writing, and speaking about the text/concept/problem.
  - o Students will have access to digital resources for mathematics and computer access in all classes.
  - o Students will work in an inclusive classroom environment with high expectations by the use of CHAMPS and Culturally proficient instructional strategies.
  - o Teachers will goal set with all students to increase student achievement using student agenda (as provided each quarter).
  - o Teachers will provide differentiation of core instruction to address diverse student classroom needs.
  - o Teachers will focus on complex text, task, and talk that is aligned to the Math/ELD Framework using the District Adopted Curriculum GoMath.
  - o Teachers will review learning targets and criteria for success in order for students to meet the learning target(s).
  - o 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 PLI, and with using culturally proficient instruction for targeted student groups.
  - o Teachers will receive PL from (FCOE/FUSD) to incorporate claims and targets in Math 7th/8th grade. In addition, teachers will have the opportunity to attend the Standards Institute Math Advance Training offered summer 2021.
  - o Teachers, in collaboration with their PLC's, will continue to focus on developing, implementing, developing interventions analyzing CFA's routinely to monitor student learning aligned to complex text, talk and task via MLD, Lab School, and PLI.
  - o Teachers, Leaders and SEL staff will provide appropriate academic and behavioral supports.
  - o SEL staff will provide documentation of behavior, and social/emotional student needs to teachers and leaders.
  - o 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.
  - o As needed, Designated ELD instruction in Math for EL Students to support building math vocabulary and concepts.
- Tier 2
  - o Students will receive additional in-class support through the use of flexible grouping and blended learning PLI model.
  - o 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.
  - o Teachers will focus on building students conceptual understanding to ensure our students have a solid foundation to build upon.
  - o Teachers will be provided with supplemental contracts to participate in additional PLC planning time.
  - o Students will be identified through SBAC, IAB's, IReady Assessments, and/or CFA's.
  - o Students will receive additional in-class support through the use of flexible grouping and blended learning.
  - o 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.
  - o 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.
  - o 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 SEL, 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 (i.e.. 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.

<b>Reasoning for using this action:</b>	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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**Explain the Progress Monitoring and data used for this Action**

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

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 will also break down data and determine any disproportionality and plan SBAC intervention using practice test.

Owner(s):

Teachers, Admin

Timeline:

August 2021 and daily.

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

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. Assign students 45 minutes of practice per week.

Owner(s):

Teachers, PLC's, Admin

Timeline:

August, October 2021 & Feb 2022

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

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

Owner(s):

Teachers, PLC's, Admin

Timeline:

Weekly small cfa's  
Monthly Module CFA's

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

IPG: Classroom walkthrough data tool focused on the IPG will show overall increase in implementation of challenging content as evident from admin feedback to teachers and PLC's. Admin will monitor the implementation of academic discourse which is reflected in the IPG. Teachers will also use IPG as part of their individual and collaborative planning with their PLC's.

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

PLC's, ILT, Admin

[Timeline:](#)

Weekly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Data Chats quarterly with all 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.

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

Teachers, Admin

[Timeline:](#)

Quarterly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

PLC's collaborate to create, evaluate, and analyze data to increase student performance and looking at next steps to promote comprehension at high levels. Also teachers will calibrate grades to be reflective of curriculum and assessments. Evidence of PLC collaboration via agendas and minutes will be provided to admin on a weekly basis.

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

Teachers, PLC Teams

[Timeline:](#)

Weekly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

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

Data - Usage of Keystone Pedagogies in lessons, student artifacts brought to PLC's to show various examples of student progress.

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

Teachers, PLC's, Admin, EL Services

[Timeline:](#)

Monthly PL and/or Coaching

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Professional Learning for lead teachers in PLI, Personalized Learning Initiative. Goal is to continue increasing student discourse utilizing a digital platform for student collaboration. Leads will become Trainer of Trainers and lead PL with staff. Teachers will observe each other provide feedback on complex text, talk and task.

Data - Increased student discourse, IPG data points

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

Lead PLI Teachers, Admin

[Timeline:](#)

Quarterly PL Meetings

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

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

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

Teachers, TSA, Admin

[Timeline:](#)

Weekly

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

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. In addition, SEL team will hold weekly check-ins with African American students on grades, social emotional well being and make family connections.

Owner(s):

Academic Counselor

Timeline:

Quarterly

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

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.

Owner(s):

Principal and Co-Admin

Timeline:

Feedback will be given within 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

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.

Owner(s):

Teachers, Admin

Timeline:

August Launch

Weekly PLC Meetings

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

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.

Owner(s):

Teachers, Admin

Timeline:

Semester

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

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.

Owner(s):

Admin, ILT

Timeline:

Training Timelines/Daily implementation in classrooms.

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

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.

Owner(s):

Admin

Timeline:

Each quarter and assessment reporting cycle.

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

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

**Owner(s):**

Teachers, Admin

**Timeline:**

Monthly PL and Coaching (FUSD Math Coach and/or Si Swun coach)

**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 CFAs 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, CFAs, 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 CFAs 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 tenet 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 copymachine 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, ELPAC and IABs assessments to guide technology support for students.
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**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.
- 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

**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 meet students needs.
  - SPED and Co-Teachers will plan side by side with Core Teacher utilizing IPG, Math and ELD State Standards, GoMath 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.

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.

- Students will have access computers to provided by FUSD.
- Students will receive academic mentors along with other support as needed, or pathways to available resources.
- All low-performing 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.

### Action 3

**Title:** Increase EL Redesignation

#### Action Details:

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By June 2021, the percentage of Long Term English Learners (LTELs) who are reclassified will increase by 12%. Currently, 2% of our EL students who are also designated as SWD have been reclassified. By June 2021, 4% of our EL SWD will be reclassified.

Yosemite will have a targeted focus on supporting English Learners (EL) and increase the Reclassification rate. A strategic EL support system will be put in place during the 2021-2022 school year including, EL Support Team and TSA to support the needs of EL students with focus on our Long-Term English Learners (LTEL's). The EL Support Team and TSA will provide interventions to LTEL based on the EL Reclassification Goal Setting tool including data chats and teacher observations, provide EL Tutorials (raise awareness on criteria- ELPAC and assessment cut points, provide literacy and academic intervention) with targeted groups of students who are near redesignation at the beginning of the school year and throughout. EL Summer Program will also be provided for LTEL's students (provide academic and literacy support and intervention, raise awareness on Reclassification criteria- ELPAC and assessment cut points). Student incentives will be provided with the intent of increasing the Reclassification rate. EL Support Team and TSA will also be responsible for RFEP monitoring and documentation. Staff Professional Learning will also be provided regarding strategies and supports for teaching EL students, focusing on Reclassification. Professional Learning topics will include: ELA/ELD framework, disciplinary literacy, academic language, EL program (integrated and designated) and using EL data to inform instruction.

- 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/or a member of the EL Support Team 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 and/or member of the EL support team for progress monitoring. Parent communication of progress will be included.
  - TSA and EL Support Team 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](#)

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.

**Owner(s):**

Teachers, PLC's, TSA

**Timeline:**

Prior to the start of school on ongoing with monitoring.

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

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.

**Owner(s):**

Teachers, PLC's, TSA, EL Support Team

**Timeline:**

Each assessment cycle.

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

EL students will track D's and F's with academic counselors and TSA. SPED teachers will monitor the progress of the students they case manage with IEP goals for EL redesignation monitored.

**Owner(s):**

Academic Counselor, TSA, SPED Case Manager

**Timeline:**

monthly, quarterly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

ELPAC, SBAC, IReady chats will be held prior to each test's administration with both academic counselor and EL and EL Support Team. As additional redesignation criteria is determined, additional chats will take place

**Owner(s):**

Academic Counselor, TSA, EL Support Team

**Timeline:**

Through out assessment cycles

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

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.

**Owner(s):**

Academic Counselor, TSA, EL Support Team

**Timeline:**

Semester 1 and Semester 2

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

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.

**Owner(s):**

Academic Counselor/ TSA, EL Support Team

**Timeline:**

Quarterly

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

TSA will: provide interventions to LTEL based on the EL Reclassification Goal Setting tool and teacher observations provide EL Tutorials and raise awareness on criteria for Reclassification --ELPAC, assessments and SBAC cut points and provide literacy and academic intervention.

**Owner(s):**

TSA, EL TSA from EL Services, and EL Support Team

**Timeline:**

Ongoing

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

Focus on targeted group of students at the beginning of the school year and throughout support all teachers by providing strategies and resources on teaching EL students, focusing on Reclassification facilitate professional learning for teachers and staff on ELA/ELD framework, Keystone pedagogies, disciplinary literacy, and academic language.

**Owner(s):**

EL TSA from EL Services, EL Support Team and TSA

**Timeline:**

Ongoing

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

Develop an EL program (integrated and designated) and using EL data to inform instruction and to build a bridge program with feeder schools to best support incoming 7th grade EL students in the classrooms to provide teachers with feedback regarding EL students progress as well as language barriers.

**Owner(s):**

Admin, TSA, EL Support Team, Academic Counselor

**Timeline:**

Prior with to the start of school and ongoing throughout the year.

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

Monitor RFEP students and provide new teachers as well as teachers looking for new ways school to scaffold lessons and curriculum for EL students by demonstrating a model lessons for the class period. EL Support Team and TSA will work with AC's to ensure the inclusion of EL standards. Increase EL student engagement in school activities.

**Owner(s):**

TSA, Support Team, Admin

**Timeline:**

Start of the school year and quarterly.

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

EL Support Team and TSA will analyze and develop a strategic plan to support LTEL students based on the following: ELPAC results ELA CAASPP, and IReady Assessments. Quarterly academic/grade monitoring RFEP monitoring tool and D/F rate. Teaching Fellows work with ELD teacher in class to help with the various levels of EL learners within the classes supports EL students in various academic classes as assigned by ELD Teacher.

**Owner(s):**

EL Support Team, TSA, and ELD Teacher,

**Timeline:**

Start of school and ongoing.

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

- LTEL students needing additional support will be involved in EL Tutorial and the EL Summer program where they will receive (Allocate for Summer Program, staffing, student materials, incentives and food) literacy and academic support as well as increase their awareness of Reclassification criteria/dates.
- All EL students will be involved in ELPAC chats prior to administration of test.
- Teachers will use EL data to inform instruction and implement EL strategies in classrooms across the board, EL students will be better supported
- Students will goal set utilizing SBAC scores, ELPAC scores, IReady scores, CFA's, and Grades. (Allocate for quarterly student planners)
- Teachers will increasing parent communication (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, travel, 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 and stipends for DI Team).
- Students will be given opportunities for after school tutorials. Parent and student communication of progress will be included. (Allocated for After school tutors)



- 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 - tables for flexible seating 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 books, 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:

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EL students will be provided with the opportunity to attend content tutorials and/or EL Tutorials. EL students will work with bilingual peer-assistants during tutorial. EL students will use their agendas to monitor their progress as well as their tutorial appointments. 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.

Yosemite is a CSI School. During our CSI Meetings Yosemite has completed a Root Cause Analysis/ Theory of Action and our CSI Goal is focused on EL Students. We began with our Problem of Practice, moved into a Root Cause Analysis and our AIM Statement is to increase the performance of the EL Students on the SBAC to 12%. Through our CSI Meeting and updates to staff, we are continuing on our Theory of Improvement which is a working theory of the high level changes that we believe will lead to the desired outcome. Our aim is to increase the performance of the EL Students on the SBAC ELA to 12% using the primary driver of professional learning of certificated staff focused on Lab School and incorporating strategies for EL's of differing levels.

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

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This action item is completely focused on support for our EL, LTEL and R-FEP student and RFEP students (who qualify, apply and are accepted) are part of a mentoring program partnered with McLane High School to incentivize others to redesignate as well as help the incoming (7th grade) at-risk EL students academically.

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0505 Yosemite Middle School (Locked)

### G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			Books	10,000.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Tech and large classroom materials	39,768.00
G1A1	ESSA-CSI	Instruction	Teacher-Supp			Teacher Supp Pay ** NO IEPS **	2,999.00
G1A1	ESSA-CSI	Instruction	Teacher-Supp			Teacher supplemental contracts ** NO IEPS **	16,091.00
G1A1	ESSA-CSI	Instruction	Nc-Equipment			Instructional Equipment - Tech & large classroom materials	53,189.00
G1A1	ESSA-CSI	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	84,469.00
G1A1	ESSA-CSI	Instruction	Cons Svc/Oth			Illuminate : Illuminate for Data Disaggregation and Other Prof/Consulting	5,883.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for PL	501.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Instructional Materials & Supplies & Signage	86,188.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Tech and large classroom materials	10,000.00
G1A1	Sup & Conc	Instruction	Direct Trans			Incentive - Buses EOY	3,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			EL Instructional Materials & Supplies	4,385.00
G1A1	One-Time School	Instruction	Mat & Supp			: Materials and Supplies for School Opening Support	13,400.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	2,000.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			EL Tech & Furniture	12,000.00

**\$343,873.00**

**Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	0 %

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Student-centered real world learning experience - Site Defined**

Exposure to Careers - 8th Grade Student completion was made available during advisory. The teacher and academic counselors were on hand to monitor and assist. Students were given an explanation on why they were completing the linked learning and how they can utilize it.

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

**Student-centered real world learning experience - Site Defined**

Exposure to Careers - 8th Grade Usage is isolated and not ongoing. Students are not meeting the high school readiness criteria of 96% attendance, no D/F in ELA/Math due to Distance Learning Instruction.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- We recognize that more academic readiness and study skill development could be implemented in our elective CTE courses.
- The usage is not ongoing in the core or tech classes due to distance learning.
- High School selection in appropriate pathways was not consistent. Follow up once student completion was not done to ensure career pathways were appropriate due to distance learning.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- We will also support our elective CTE teachers in implementing more lessons that include EL literacy and high school readiness.
- We will include AMD strategies training for our CTE teachers and have them implement AMD strategies into their pathway courses for next year.
- All 8th grade students are counseled and have had the opportunity to select career pathways as an elective for High school.

**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:

- Implementation of Lab School (Keystone Pedagogies) through West Ed will support further building capacity of teachers in implementing blended learning in the classroom and increase student knowledge and skills in ELA.
- Parent workshops to educate parents on how to utilize technology from home to support student learning. Also to support how to navigate through school system to advocate for their students achievement.

**2** ELAC:

Make sure students can access the linked learning at school and at home.

**3** Staff:

- Make sure all teachers are trained and consistent with implementing literacy skills for students to be ready for the real-world.
- Teachers to encourage students to read beyond their comfort level to acquires skills for college and work place.

**Action 1**

**Title:** College and Career Readiness

[Action Details:](#)

All students at Yosemite Middle School will be provided early exposure to college and career exploration through multiple avenues. This will increase student self awareness as they learn about themselves interest and skill as they explore opportunities that are right for them. Students by groups will have opportunities to visit specific programs, high schools and colleges as well as use on online resources for exposure. Students will be individually counseled on opportunities available based on their profile and screening criteria. (example high school pathways and programs, African American Student Leadership Cohort).

**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](#)

All students will complete Xello competences through in their PE classes. Students will complete college and career readiness activities such as personality styles, interests, and skills inventories to match careers and research of colleges.

**Owner(s):**

Academic Counselors

**Timeline:**

Fall semester and as needed throughout the year

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

All 8th grade students will receive:

High school of choice presentations and counseling to choose career pathways. Along with high school and college visits.

**Owner(s):**

Academic Counselors

**Timeline:**

Quarterly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

All students will receive A-G requirements and 6 year advisement plan for college and career readiness. This includes course requirements, GPA and goal setting.

**Owner(s):**

Academic Counselors

**Timeline:**

Quarterly

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

Historically underserved students will be selected by Academic counselors to sign up for check in/check out system.

**Owner(s):**

Academic Counselors, SSE Team, COST Team

**Timeline:**

On going beginning in September 2021.

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

Academic Counselors will educate parents and families to help them better understand various school system protocols, requirements, and available services. In addition, teach and model the importance of self-advocacy and habits of responsibility, methods of self-organization and prioritization for both students and families.

**Owner(s):**

Academic Counselors

**Timeline:**

Ongoing

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

Academic Counselors support our students and the school community by contacting parents and students virtually, over the phone and/or in-person helping to mitigate conflict and to provide accurate information

**Owner(s):**

Academic Counselors

**Timeline:**

Ongoing

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

- **Students will have access to career exploration activities on/off campus.**
  - 200 8th graders have a fieldtrip to visit Fresno State to explore campus and college life.
    - 50 8th grade students visit an UC campus.
    - Conferences offered to all Students outside campus:
      - Latino Conference at Fresno State
      - African American Student Leadership Conference
      - Laotian Conference at Fresno State
      - Black College Expo
    - College Career Fair will be added for 2021-2022
- **Inside and outside of the classroom time (tutoring at lunch/after school) to support student needs. Teachers will have supplemental contracts approved for tutoring to ensure high school readiness.**
- **School wide grade tracking and goal setting with the use of academic planners to prepare students for high school and careers readiness.**
- **Students will receive direct instruction with challenging content as well as differentiated instruction within instructional time to ensure high school readiness.**
- **Students will receive presentations on the following:**
  - A-G Requirements
  - High School Graduation Requirements
  - CTE Pathways
- **Students will utilize digital resources that align with practice and assessment with SBAC administration.**
- **Students will participate in strategic intervention groups after data from common formative assessments are analyze to prepare them for the rigorous college and career ready expectations.**

- Awards for historically underserved students who show improvement during the quarter will be given by Academic Counselors
- Academic Counselors will Implement a program that will focus on building trust relationship with our historically underserved students, using a check in/out system following these steps: 1. **Student checks in with identified adult** There they positively engage in general conversation, updates, and review of social and/or academic goals for the day. 2. **Students participates daily in their school schedule** Students receive ongoing, consistent, positive feedback from adults focused on social and/or academic goals, such as positive reinforcements and encouragement.(Through Teams messages) 3. **Student checks out with identified adult at the end of each school day** Academic Counselors will review students, social and/or academic goals for successes and identify areas in need of improvement.
- Site will allow for maintenance of student computers and printers in the classroom.
- Graphics will be used for registration, parent student handbooks, Agenda for planning, promotion posters of field trips to colleges.

Specify enhanced services for EL students:

- EL students will have the opportunity to learn how they can receive a seal of bi-literacy upon high school graduation.
- Students will have the opportunity to receive credit for native speakers courses.

Specify enhanced services for low-performing student groups:

- All students will meet one on one with the academic counselors. Grades and goals 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.

**Action 2**

Title: Linked Learning

Action Details:

All families have access to tablets for each child enrolled in FUSD. All Yosemite Middle School students will have access to linked learning throughout the day embedded in the classroom as well as in after school and lunchtime interventions. This will include access to Khan Academy, MyHRW, iready and Xello. In identified Core classes students will have access to the PLi initiative model of learning as well as Keystone pedagogies from Lab School. Teachers will continued to be trained on classroom implementation. Students will be counseled on how to goal set based on the links they are accessing through Khan Academy, MyHRW, iready and Xello. All student will have the opportunity to sign up for CTE elective classes.

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

Every student will be able to access iready across the curriculum, Khan Academy, My HRW, Math and in ELA during structured classroom differentiated instruction model.

Owner(s):

Teachers

Timeline:

Weekly

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

Every student in every class will have one to one access to a tablet during instructional time as well as in the library at lunch and after school.

Owner(s):

Teachers

Timeline:

Weekly

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

All 8th grade students will be tested on PSAT in order to assess their ability levels in subject matter and exposure to test taking skills. This will allow students to have a profile tailored to their specific learning needs.

Owner(s):

VP/GLA/Academic Counselors

Timeline:

Semester

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

Teachers and admin will participate in the in the Pli initiative, Distance Learning Strategies and receive personal training. Yosemite will use the PLi model and Distance Learning Strategies to build capacity with technology, expertise in targeting instruction, creating opportunities for students to reflect and own their learning, make data informed decisions, and navigate the content and tools to support students.

Owner(s):

Teachers

Timeline:

Weekly/Training Timelines

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

- Students will receive direct instruction with challenging content as well as differentiated instruction within instructional time to ensure high school readiness.
- Inside and outside of the classroom time (tutoring at lunch/after school) to support their needs. Teachers will have supplemental contracts approved for tutoring to ensure high school readiness.
- School wide grade tracking and goal setting with the use of academic planners to prepare students for high school and careers readiness.
- Students will utilize digital resources that align with practice and assessment with SBAC administration.
- Students will participate in strategic intervention groups after data from common formative assessments are analyze to prepare them for the rigorous college and career ready expectations.
- All students will have the opportunity to select a CTE elective.
- Work with 8 High School feeder school counselors to promote pathways and academies.
- Build partnerships with community stake holders, which include community colleges, universities, and industry partners.
- Work with Special Ed teachers and Equity and Access department to increase Students with Special Needs in CTE courses.
- Collaborate and meet with multiple teams, such as content-specific and grade level specific and PLC's
- Incorporate leadership development and career exploration.
- Incorporate AVID strategies in CTE pathway courses.
- Collaborate with industry partners as guest speakers.
- Coordinate work-based and project-based learning, field trips, and service learning projects.

Specify enhanced services for EL students:

- EL students will have the opportunity to learn how they can receive a seal of bi-literacy upon high school graduation.
- Students will have the opportunity to receive high school credit for native speakers courses.
- There will be better outreach of information and opportunities to EL students in multiple languages for college and career opportunities.
- EL students will be invited to field-trips (college visits, student conferences) targeted for EL students.
- Information regarding student behavior expectations and supports will be presented in ELAC meetings and Coffee Hour meetings.
- There will be communication to inform students of academic programs and supports.

Specify enhanced services for low-performing student groups:

- All students will meet one on one with the academic counselors.
- Grades and goals 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.
- CTE teachers and counselors collaborate with Special Education teachers and students in incorporating them into all college and career readiness opportunities particularly with CTE courses.
- Academic Counselor will communicate field trip and work-based learning opportunities to them.
- CTE teachers trained in AVID strategies.

**Goal 3 - STUDENTS: Increase student engagement in their school and community.**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		13.91 %	2020-2021	11.91 %
Suspensions students with 1 or more		0 %	2020-2021	0 %

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**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 18.9%, 17.3% and recently 12.7%.
- Documenting parent meetings in ATLAS.
- Home visits by School Climate and Culture Director/After School Lead (Spanish), VP, GLA, CSW 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 students with 1 or more**

- 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 as it relates to this goal.

**Chronic Absenteeism**

- Homeless students (66.7%), African American students (11.8%), and students with disabilities (20.7%) 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 students with 1 or more**

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.
- Lack of documentation on types of misbehavior's and strategies used for intervention by teachers and parent contact.



- 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 Arts, Music, and Athletics 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.

**Step 2:** For the current year, 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).
- Specific sub -groups are not being targeted.
- 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 VAPA activities. (Allocate for certificates, medals, pins).
- Funds need to be available to support a wide variety of materials and supplies to reach all students.
- Funds allocated for teacher stipends to provide additional activities for students to participate in.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 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.
- Continue to 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.

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**1** SSC:

- Continue to offer clubs that are diverse and fund where student interest is.
- Specifically in technology. Continue to provide funding for teachers to advise clubs at lunch and after school.
- Funding for materials and supplies.
- Utilize the reengagement center as a resource prior to suspension. It is important to keep the campus safe with preventative measures.

**2** ELAC:

- Continue to fund for student participation.
- Please invite parents when students have finished projects for a parent night.
- Continue to provide funding for teachers to advise clubs at lunch and after school. Funding for materials and supplies.
- Please communicate with parents ongoing when students are struggling.
- Encourage parents to be part of meeting with teachers

**3** Staff:

- Fund extra pay contracts to encourage teachers to be advisers of clubs at lunch and after school.
- Fund for teachers to go to goal 2 training in order to be more effective in advising clubs and goal 2 participation.
- Review school wide structures. More training in CHAMPS.
- We want our Culture Climate coach to review classrooms and school wide structures and help implement recommendations as well as follow up.
- Budget Priorities Continue to fund professional learning opportunities on and off site for classroom management, restorative practices and culture climate team planning opportunities as 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 take 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 create a tiered systems of supports for students and families. YMS will also establish an attendance task force to monitor and support students who chronically absent.

- Tier 1
  - Monitor attendance data by-Satisfactory, Manageable ,Chronic and severe and assign these categories for targeted action. All incoming 6th grade students to 7th grade will be counseled immunization requirements and provided resources so they can start day one of school.
  - Daily automated phone calls out to parents who have students marked absent.
  - Attendance Task Force will be monitoring the attendance of all students and low performing groups.
  - Visual, Performing Arts, and Athletics activities will be provided to further connect students to school with the goal of improving attendance through engagement.
  - Saturday Academy will be available for recovering absent days from school.
  - SEL Learning for all students using Second Step with support of CCS and DPI
- Tier 2
  - Satisfactory students and students with improved attendance will receive incentives.
  - Students that are manageable will be counseled by a member of the Task Force on how to improve with attendance contracts.
  - Chronic and Severe students will conference, have home visits and be counseled on supports on how to improve attendance by Attendance Clerk, VP, GLA and/or Attendance Task Force.
  - Attendance Clerk along with a member of the Task Force will daily monitor students being targeted for attendance. If students are absent CWA will call or visit the home.
  - Teacher will call at least one student in tier 2 daily to let them know they were missed and to give alternate digital assignment.
  - Parents will be contacted about enrolling and registering student for Saturday Academy to recover absence.
- Tier 3
  - A2A parent meeting with Attendance Clerk, VP, and begin the SART process with social worker and/or SARB referrals.
  - EOY chronic will be reduced and our severe chronic will be eliminated. This will be done through a comprehensive and strategic action plan to encourage positive attendance rates with incentives and supports put in place via the Attendance Task Force.

- Students will be given opportunities to remedy attendance through Saturday Academy as an intervention.
- Students will also have an opportunity to attend intervention in re-engagement after school.
- SARB referrals
- Home visit by CWA 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**

Document phone logs, parent and student contact related to attendance on ATLAS. Daily teachers will commit to calling home for at least one absent student for the teacher home connection.

**Owner(s):**

Academic Counselor, Admin, Attendance Clerk, Social Worker, RCA, SES Specialist/Teacher, Attendance Task Force

**Timeline:**

Daily/weekly Contact and Log

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

Weekly Monitoring of Attendance Data by Attendance Task Force (VP, Advocate, Counselors, Attendance Clerk, Community Outreach Specialist, and Resource Counseling Assistant) measuring the following data points: Weekly ADA rates. Students who have been identified as Habitually Truant or Chronically Absent. Students who have been identified as severely chronically absent and are in the midst of the SARB process.

**Owner(s):**

Attendance clerk, Attendance Task Force (VP, Advocate, Counselors, Attendance Clerk, Community Outreach Specialist, and Resource Counseling Assistant, RP Counselor & SEL Team Teaching Fellows as "Advocates" Attendance clerks.

**Timeline:**

ongoing, daily, weekly

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

Monthly/Quarterly Attendance Certificates for students with perfect attendance and improved attendance. Positive attendance trends will also be reviewed as part of the incentive programs for positive attendance and student recognition.

**Owner(s):**

Attendance Task Force and Academic Counselors

**Timeline:**

Monthly/Quarterly

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

Weekly checks of perfect attendance and select students for incentives

**Owner(s):**

Admin, Academic Counselor

**Timeline:**

Weekly

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

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

**Owner(s):**

Attendance clerk, Saturday School Coordinator

**Timeline:**

Weekly

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

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.

**Owner(s):**

Academic Counselor, Admin, School Nurse, Attendance Clerk.

**Timeline:**

Prior to school/first two weeks of school.

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

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.

**Owner(s):**

Admin, Academic Counselor

**Timeline:**

On going through out the year in coordination with Parent University.

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

iReady reports, club participation, after school tutoring rosters, grade monitoring, D/F weekly reports

**Owner(s):**

ILT, COST Team, CCT, Academic Counselor, Admin

**Timeline:**

Fall to Spring 2021-2022

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

Teaching Fellows as Advocates will: generate weekly list of chronically absent students in collaboration with the Attendance Team. closely monitor and follow-up with students on their caseload regarding attendance, academic, behavior, and social-emotional work with teachers, VP, GLA, counselors and parents regarding students on their caseload. Document attendance, academic and social-emotional interventions including parent conferences, home visits and resources provided notify teachers of those students they are working with. Collaborate with RP Team biweekly to check in regards caseloads and supports for students

**Owner(s):**

Attendance clerk, Attendance Task Force (VP, Advocate, Counselors, Attendance Clerk, Community Outreach Specialist, and Resource Counseling Assistant, RP Counselor & SEL Team Teaching Fellows as "Advocates" Attendance clerks.

**Timeline:**

ongoing, daily, weekly

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

Restorative Practice Counselor & Transition Teacher: will collaborate and support Advocates with strategically identifying supports for students. Will facilitate restorative circles and provide other services with students when needed. Will meet with newly enrolled students for a welcome circle and assess for any supports students need

**Owner(s):**

Attendance Task Force VP, Advocate, Academic Counselors, Attendance Clerk, Community Outreach Specialist, and Resource Counseling Assistant, RP Counselor & SEL Team

**Timeline:**

Fall 2021-Spring 2022

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

Social Worker and Project Access Social Worker will collaborate with Restorative practices team (COST), Psychologist, administration to identify students for social-emotional needs and interventions to increase attendance document social-emotional supports and individual plans for students meet with students who through referral process to provide intake assessment on chronic absenteeism. Students will receive on-going notifications of their attendance. Students will meet with their assigned advocate to discuss various resources and strategies. Students will attend Attendance Parent Meetings

**Owner(s):**

School Social Worker, COST Team

**Timeline:**

Bi-weekly

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

- Students will be given the opportunity to attend Saturday Academy to recover absences
- Students will be given the opportunity to attend Winter Academy 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.
- Arts, Music and Athletics will be planned to engage students in art, activities, and athletics.
- Subs will be provided, as needed to allow teachers to attend Arts, Music, and Athletics (training, conferences)

- Universal screeners administered to all students at start of school year; iReady assessments administered pre-/mid-/post); Teaching Fellows tutors in ELA and Math classes; Academic Support Time after school by ELA and Math teachers 2x/week (allocate for tutoring contract)
- Designated ELD; after school tutoring, Alliance classes, Electives, Academic Support Time
- Yosemite is a CSI School. During our CSI Meetings Yosemite has completed a Root Cause Analysis/ Theory of Action and our CSI Goal is focused on EL Students. Our CSI team is focused on EL's while our site will additionally focus on increasing the attendance of students who are chronically absent with the addition of a CWA. Utilizing a CWA to have a focus on chronically absent students with our Attendance Team (GLA, CWA, and Attendance Clerk) we will reduce the number of chronically absent students. One of the three indicators Yosemite was deemed a CSI School was because of chronic absenteeism (1- EL's SBC proficiency, 2- Chronic Absenteeism, and 3- Suspensions).

#### Specify enhanced services for EL students:

- TSA 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.
- Parents of EL students will be given attendance notification in English/Spanish/Hmong.
- Presentations in our monthly Attendance Parent Meetings will be in English/Spanish/Hmong.
- EL Support Teacher will work with "Advocates" to communicate with parents regarding attendance. Reengagement Center will work with "Advocates" to communicate with parents and guardians of our economically disadvantaged and foster students.

#### Budget priorities:

- Teaching Fellows in support of CSI goal
- CWA in support of CSI goal
- 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.
- SWD Case Manager will monitor attendance and academic progress of SWD. Advocates will check in with those SWD who are chronically absent.
- Community Outreach Specialist will make home visits as needed

## 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: 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.
  - Support will be provided through implementation of restorative practices, increased Arts, Music, Athletics and student engagement.
  - Re-engagement teacher (allocate funding for Transition Teacher) will prep incoming students for restoratives and meeting with other students, teachers, and admin.
  - Student will process the harm caused and how it can be resolved. This is an effective way for students to reflect prior to meeting. VP and GLA will monitor suspension rates on ATLAS.
  - Data for incoming 7th grade students on misbehavior's and suspensions reviewed by VP with follow-up calls to feeder schools.
  - 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.
  - Teachers in collaboration with Culture and Climate Team will develop and implement a Multiple Tier Support System (MTSS) to support our students behavior needs by using CHAMPS school wide, as well as referrals to COST which, includes SES, restoratives practices utilizing the discipline guidelines and if necessary referral to Attendance task force.
  - All Teachers will conduct class meetings on a weekly basis to foster and build positive relationships between students and adults and teach SEL competencies via Second Step.
  - Class meeting verification forms will be collected by the VP. VP, SSW, and Academic Counselor will monitor class meeting implementation through walk through observation.
  - 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. (allocate for

incentives to build school spirit)

- 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. (allocate for incentives to promote Character counts)
- Clear and visible posters to remind students in the classrooms and cafeteria along with verbal reminders from staff of schoolwide expectations.
- 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 Arts, Music, Athletics by staff. School Campus Climate and Culture teacher will also begin running intramurals at lunchtime at the beginning of year to positively connect with all students. (Allocate for Campus Climate and Culture Teacher 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 GLA
- All students receive behavior expectations assembly by admin twice a year. New students go through school behavioral expectations in office with VP, and academic counselor.
- Tier 2:
  - Strategic interventions will be put in place for at risk students. Including pending budget: YMA and YWA
  - Strategic interventions put into placed based on student needs (social emotional and/or 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.
  - Teachers in collaboration with Culture and Climate Team will develop and implement a Multiple Tier Support System (MTSS) to support our students behavior needs by using CHAMPS school wide, as well as referrals to COST which, includes SES, restoratives practices utilizing the discipline guidelines and if necessary referral to Attendance task force.
  - 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
- Tier 3
  - SST's will be held for students at High risk and referrals will be made for outside agencies as recommended by the team. 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.
  - Teachers in collaboration with Culture and Climate Team will develop and implement a Multiple Tier Support System (MTSS) to support our students behavior needs by using CHAMPS school wide, as well as referrals to COST which, includes SES, restoratives practices utilizing the discipline guidelines and if necessary referral to Attendance task force.
  - 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

All YMS ILT team will work with CSI Manager to process and monitor progress of student achievement data (with focus on EL students in ELA).

**Owner(s):**

Admin/ILT/ CSI Team

**Timeline:**

Monthly

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

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

**Owner(s):**

VP

**Timeline:**

Annually

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

Daily review of 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.

**Owner(s):**

Admin and Re-engagement teacher and Counselors

**Timeline:**

Monthly

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

Bi-Weekly review of student suspensions.

Weekly review of suspension data

**Owner(s):**

VP and GLA

Principal and C0-Admin

**Timeline:**

Bi-weekly

Weekly

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

Teacher referrals will be monitored and Student data review by misbehavior's in ATLAS

**Owner(s):**

VP and GLA

**Timeline:**

Weekly/Bi-Weekly

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

Monthly review of student interventions.

**Owner(s):**

Admin, Psychologist, COST Team, and SSE Team

**Timeline:**

Monthly

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

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

**Owner(s):**

VP, GLA, COST Team, SSE Team and, Psychologist

**Timeline:**

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

**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, VP and COST Team

**Timeline:**

Weekly

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

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.

**Owner(s):**

Academic Counselor

**Timeline:**

Quarterly

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

Data will be analyzed to determine what planning for action must take place for suspensions based on analysis of discipline report.

**Owner(s):**

Principal with Co-Admin

**Timeline:**

Weekly

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

High risk students will attend a COST team meeting and interventions will be put in place and monitored.

**Owner(s):**

COST Team

**Timeline:**

Monthly

**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 Arts, Music, and Athletics 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.

**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. Increase school signage for CHAMPs, positive messaging, and school spirit in providing clear expectations for behavior of academic scholars.
- 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.
- Students will be given the opportunity to participate in Arts, Music, and Athletic engagements and clubs.
- Students will be eligible to attend school wide activities during Bear Fair. (allocate funding for materials and incentives )
- 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. In addition, Teachers will include Cultural Proficient instruction.
- 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.
- Yosemite is a CSI School. During our CSI Meetings Yosemite has completed a Root Cause Analysis/ Theory of Action and our CSI Goal is focused on EL Students. Our CSI team is focused on EL's while our site will additionally focus on decreasing suspensions. Our CCT team continually looks at the routines and structures in and out of the classroom. The CCT team also works on the plan for weekly SEL lessons for all students. Our site is also working on increasing cultural proficiency and continually building relationships with all students. Our COST team, led by our VP and School Psychologist work on determining both proactive and reactive supports for students misbehaving or students with suspensions. One of the three indicators Yosemite was deemed a CSI School was because of suspensions (1- EL's SBC proficiency, 2- Chronic Absenteeism, and 3- Suspensions). Yosemite will continue to work on reducing suspensions utilizing CCT, COST, and our discipline guidelines

#### Specify enhanced services for EL students:

- Additional staff (Spanish speaking After school/Ext Day Leads, CWA) 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 Arts, Music, and Athletic 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.

### Action 3

**Title:** Increase VAPA Activities

[Action Details:](#)

Yosemite will maintain and increase all students involved in 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
  - All teachers will be trained in best practices in cultural proficiency to ensure all students feel part of the school and welcomed at Yosemite Middle School.
  - Yosemite Middle School will continue to implement new clubs and club sponsorship's to promote student engagement and create a sense of belonging at the school.
  - Yosemite Middle School will implement strategies learned at goal 2 trainings. Continue to fund Character Strong Curriculum with emphasis on building students citizenship and kindness within student population.
  - 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 xyr) .
  - 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 Arts, Music and Athletics 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
  - School wide campus culture will be implemented and be reinforced through Bear Necessities classroom meetings.
  - Students will be given the opportunity to engage in sports athletics, clubs activities throughout the school year.
  - 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 School Climate and Culture Director/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 School Climate and Culture Director/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 not engaged in school activities will be identified, counseled and encouraged to participate in activities of their interest.
  - Students that are new or high risk will be counseled one on one to identify school engagement interest
  - Students identified that have not been connected to Yosemite meet with School Climate and Culture Director/After School Lead (Spanish) in a mentorship building relationships and connections to school.
  - Student will be connected with club or sport as possible manager/assistant; becomes School Climate and Culture Director 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**

YMS Calendar of Events 2020-2021 to promote and recruit students to engage in activities.

**Owner(s):**

Campus Culture Team, School Climate and Culture Director/After School Lead (Spanish), Principal, Climate and Culture Team

**Timeline:**

Monthly

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

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

**Owner(s):**

Campus Culture Team, After School Lead (Spanish), Principal

**Timeline:**

Monthly review

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

School Climate and Culture Director/After School Lead (Spanish) will review monthly engagement data. Students not engaged will be identified and counseled and invited to participate in 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):**

School Climate and Culture Director/After School Lead (Spanish), Principal

**Timeline:**

Ongoing

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

School Climate and Culture Director/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 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):**

School Climate and Culture Director/After School Lead (Spanish), VP

**Timeline:**

Ongoing

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

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**

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**

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**

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

**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):

- Bear Necessities via Second Step Lessons, School spirit rallies, quarterly sports recognition, practice and game uniforms to encourage school spirit, safety equipment, and regular/progress reports will assist in high quality, meaningful program for student engagement.
- Athletic programs/Extracurricular activities/school wide clubs will be supported for both boys and girls through academic assistance and performance incentives.
- Students will be allowed opportunities to participate in athletic programs (football, basketball, volleyball, track, cheer etc.)
- Students will be allowed opportunities to participate in clubs that direct interest them.
- WEB program for mentoring during lunchtime activities, community service projects, leadership activities on and off campus, and assisting with campus projects.
- Increase methods of recruiting students to participate in extra curricular activities.
- Include virtual pep rallies to increase student engagement.
- Cultural Clubs will be supported to engage our disproportionate/disadvantaged students (African American) Black Student Union, Spanish Club, MECHA, EL Club for newcomers, Hmong student union, etc.) Cultural Fairs  
Students not engaged in activities will be identified and counseled.
- Invite high school and art organizations to connect to clubs and recruit students.
- Encouraged at club rush to join. Assemblies in the arts to foster school participation and interest.
- Mentoring for at most risk students.
- Student leadership and coaching positions will be trained to work with functional skills students to ensure cohesive inclusion
- Students will work with School Climate and Culture Director/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 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. Increase activities during lunch to recruit students into clubs. Also include online activities to recruit students. (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 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.
- 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, PLC's and EL Team

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 involvement of 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/activities at the school site during and after school.

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0505 Yosemite Middle School (Locked)

### G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	ESSA-CSI	Attendance & Social Work Services	Cls Sup-Reg	Specialist, Chd Wel & Attn I	1.0000		76,069.00
G3A2	Sup & Conc	Instruction	Direct-Graph			Planners & Signage on campus to increase school pride	5,000.00
G3A2	Sup & Conc	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.4000	1052763	61,974.00

**\$143,043.00**

**Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Staff Survey– Overall Positive in Belonging Domain		83.33 %	2019-2020	83.33 %

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Staff Goal - Site Defined**

This was not a goal in last years SPSA.

**Staff Survey – Overall Positive in Belonging Domain**

This was not a goal in last years SPSA.

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

**Staff Goal - Site Defined**

- 40% of Yosemite parents are non English speaking. Thus making communication difficult to communicate between English speaking staff and families.
- Parent/ Teacher communication has not been consistent.
- Due to pandemic new employees were not able to visit campus or spend time in classrooms, or on site, with their peers.
- New employees were not able to have the support of the entire staff as they learned their new role during the pandemic
- 

**Staff Survey – Overall Positive in Belonging Domain**

- Due to pandemic new employees were not able to visit campus or spend time in classrooms, or on site, with their peers.
- New employees were not able to have the support of the entire staff as they learned their new role during the pandemic
- Staff was unable to be in physical space together for hands on staff activities including rallies, spirit days, and/or staff socials.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

This was not a goal in last years SPSA.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- Include teachers in the hiring process
- Bonding activities between staff and admin
  1. Team and Relationship building activities throughout the year.
  2. As a site determine a vision for the workplace (vision board). Department first then school site
  3. Q&A time for staff to bring questions and concerns to admin
- Support with classroom management training (CHAMPS , Teacher Encyclopedia and Restorative Practices) from DPI Tim Hilton and CCT.
- Having High School students that are tracked to become teachers complete hours on campus. Can we bring in high school students to help "teach"? Give students the opportunity to teach others and build an interest.
- Provide extra curricular opportunities for all staff.
- New Teacher Mentorship.
- Create a "Teacher Club" and work with local feeder schools as part of vertical teaming.
- Peer to peer observations
- Collaboration time with PLC's, grade levels, and peers to build student supports and interventions.
- Develop cross curricular assessments to support students on SBAC, ELPAC, and IReady. Additionally, share learning targets and criteria for success so student understand and take ownership of their learning.
- Subs to attend trainings
- Needs assessment to identify staff member needs
- Provide PL that can be utilized in the classroom right away.
- Provide PL on how to disaggregate data and how to use it to drive instruction.
- Provide SEL training how to support students and families.
- Provide opportunities for teachers to grow as leaders on campus.

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

**1** SSC:

- Continue to support one another peer to peer and between job titles
- Makes sure everyone's voice is heard
- Love the ways YMS feels like a family
- Continue to create a positive campus culture by including activities for students and teachers
- Parents always felt welcome when teachers reach out to them about their students and activities
- Making sure we keep the culture of our staff as a family by being able to lean on each other in safety and not holding judgement.
- Staff meetings in which teacher feedback was really listened to about what we want.

**2** ELAC:

- Continue to communicate with all stakeholders
- Make sure all voices are heard
- Parents always felt welcome when teachers reach out to them about their students and activities

**3** Staff:

Staff In order to support all staff, the following suggestions were made by staff:

- Continue to work on increasing communication with all stakeholders
- Opportunities to celebrate and appreciate our work
- Continue to help provide PL for staff
- Increase the beautification of our site
- Supportive supervisors/administrators that are approachable
- Continue to make Yosemite feel like a family
- Bring back the Sunshine Club
- Include on campus and off campus events for all staff, such as potluck on campus and Friday morning breakfasts; or going out for pizza off campus
- Continue PLC's where we value each others work
- Continue staff ice breakers for relationship building
- Celebrating all staff members

- Continue doing what we are doing
- Admin continuing to support and care for us (staff)

### Action 1

**Title:** Increase Staff Culture Climate Survey - Sense of Belonging

[Action Details:](#)

Yosemite will increase staff culture and climate survey in the area of sense of belonging.

- Staff will participate in relationship building activities
- As a site we will work together at reviewing and adjusting the site mission, vision, and goals
- Assign peer mentors for new staff to Yosemite
- All teachers will be part of a PLC
- Staff will all be included in schoolwide communications
- Staff has the opportunity to learn from others in peer to peer observations and provide positive feedback to each other.
- Admin will be available for staff as requested to meet regarding good things, questions, and concerns.
- Staff Appreciation days will be recognized and celebrated
- Site longevity recognition will occur at the end of each school year as an added appreciation to staff.
- All teachers are welcome to sit in on ILT - Instructional Leadership Team
- All staff are welcome to sit in on CCT - Campus Culture Team
- CC Director, CC Major, and CC Minor positions will be on the Campus Culture Team

**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](#)

Staff Meeting Agendas will include ice breaker and connect before content activities

**Owner(s):**

Admin

**Timeline:**

Monthly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Employee Lawson databank will be used to determine length of service to Yosemite Middle School

**Owner(s):**

Admin, Office Manager

**Timeline:**

Annually in June

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Staff Culture Climate Survey - Sense of Belonging

**Owner(s):**

Admin

**Timeline:**

Annually



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

Climate Culture Leads will incorporate activities with ALL staff in addition to students

Owner(s):

CCT Lead

VP

Timeline:

Monthly

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

Culture Climate Team (CCT) will discuss both student and teacher data in regularly scheduled meetings

Owner(s):

VP

Timeline:

Monthly

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

Campus Culture Director will create a calendar of events for the year including spirit days, club rush days, red ribbon week, quarterly rallies, and quarterly staff outings with the help of the Campus Culture Team.

Owner(s):

Campus Culture Director

Principa

Timeline:

Annually by May 1st for upcoming year, then reviewed at EOY and then quarterly for any refinements

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- Staff will receive professional learning based on content area for teachers and job title
- Staff will be asked for input on professional learning based on needs
- New staff will be onboarded to Yosemite by admin and assigned a mentor
- Teachers will receive professional learning in CHAMPS for classroom management and Capturing Kids Hearts for relationship building
- Staff will participate in bonding activities throughout the year to increase sense of belonging. (Allocate for materials and supplies for ice breakers)
- Staff will have a retreat off campus, contingent on pandemic. (Allocate for staff retreat to off campus site, Allocate for venue, travel, and food.)

Specify Professional Development or Staff Services to support EL students:

- Lab School professional development and EL professional development will be provided to teachers to understand ELPAC, EL data, and skills and strategies to increase English learners understanding and comprehension of English.
- Admin will provide professional development for non-core teachers on EL Strategies
- District EL professional development available to staff

Specify Professional Development or Staff Services to support low-performing student groups:

- Staff will be given professional learning on CHAMPS and SEL
- Teachers will utilize CFA's in their PLC's to determine next steps
- Teachers will participate in PL looking deeply into standards and literacy in their content area.
- Teacher Leaders will provide mentoring for new teachers on working with our clientele
- Campus Culture Leads professional learning (Allocate for CADA Conference and WEB Training)
- Singleton teacher professional learning (Allocate for conferences)

**Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Parent Survey - Respected and welcomed		94.7 %	2019-2020	100 %

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

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Family Goal - Site Defined**

- 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, and REMIND App.
- Postcards for students/parents for staff to share Good Things, Stamps
- CWA/Full time campus climate and culture coordinator/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 and/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.
- Add CWA in office to communicate with parents.
- Newly enrolled students and parents will receive training on how to access information and communicate with school staff.
- 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

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

**Family Goal - Site Defined**

- 40% of Yosemite parents are non English speaking. Thus making communication difficult to communicate between teacher and families.
- Parent activities are held early in the afternoon. As a result many working parents are not able to attend school events. Especially, families who work in the fields (farm workers) who have to travel long distance to and from work.
- Parents do not have the knowledge of how to access information or acquire email due to language and technology barriers.
- Parent/ Teacher communication has not been consistent.
- Parents do not understand the explanation of assessments especially ELPAC for redesignation.
- Due to pandemic parents were not able to visit campus or spend time in classrooms with their student to view their progress.

**Parent Survey - Respected and welcomed**

- Some of our families begin work early in the morning and work extra long hours and are therefore hard to contact
- Some families do not have working phones
- Families have not all had outreach connections from staff, even after several attempts and home visits have been made due to work or other family circumstances
-

assistance as needed.

- 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 and GLA 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, and 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.
- 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 year with opportunities to walk classrooms and engage in feedback protocols with site admin and staff.

#### **Parent Survey - Respected and welcomed**

- Parents will be greeted by office staff who have attended customer service training professional learning
- 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, and REMIND App.
- Postcards for students/parents for staff to share Good Things, Stamps
- CWA/Full time campus climate and culture coordinator/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 and/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.
- Add CWA in office to communicate with parents.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

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Many of the intended actions were not able to take place due to pandemic. However, YMS did provide additional virtual parent meetings on Thursday evening and Friday mornings. Furthermore, due to the time of Thursday evening parent meeting not many parents were able to participate. Additionally, due to parents lack of technology skills many were not able to sign up or attend parent university.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

YMS will endeavor to provide all of the actions outlined in step 1 as written in goal 1, 2 and 3.

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

**1** SSC:

- Continue to fund for student participation.
- Please invite parents when students have finished projects for a parent night.
- Please communicate with parents ongoing when students are struggling.
- Encourage parents to be part of meeting with teachers
- Fund CWA to communicate and provide updates to non English speaking parents.
- Continue outreach to parents

**2** ELAC:

- Provide additional support to EL students especially LTELs
- Explanation of Redesignation to increase RFEP students prior to leaving middle school.
- Provide resources for parents to learn how to use technology.
- Continue to increase community connectivity in communications

**3** Staff:

- Teachers to communicate more often with parents.
- Reach out to students and parents who struggling academically and provide interventions for students.
- Teachers to provide additional EL support using Keystone Pedagogies.
- Teachers incorporate language support to students in class.
- Provide teachers with additional PL on ELPAC and how to incorporate into daily lessons.
- Provide funding for Teaching Fellows to serve as tutors in classrooms for targeted small group instruction.

**Action 1**

**Title:** Increase Parent Culture Climate Survey-Respect and Welcomed

**Action Details:**

Yosemite will have a focus on increasing the Parent Culture Climate Survey in the area of parents feeling respected and welcomed at Yosemite.

- Office Staff will greet parents with a smile when entering campus and show care and compassion while speaking to a parent.
- Office staff will attend customer service professional learning to increase their capacity for working with parents.
- Office staff will greet parents friendly on the phone to assist them.
- Teachers will call parents with positive phone calls regarding their student.
- Admin will schedule after hour meetings monthly for parents to attend that work during the day.
- Create and utilize digital content for parents on multiple platforms such as principal's message, parent meetings, school updates, etc.

**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

Monthly Parent Meetings scheduled during the day and in the evening

Owner(s):

Counselor

Timeline:

Monthly

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

Positive Phone calls to parents by teachers, support staff, and admin documented in ATLAS

Owner(s):

GLA

Timeline:

Monthly

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

Office staff trained yearly on customer service

Owner(s):

GLA

Timeline:

Annually

Office Manager

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

Office staff updated regularly on schoolwide programs and events such as Dual Immersion, Quarter Grades, and any new schoolwide changes to communicate to parents.

Owner(s):

Principal

Timeline:

Weekly

Office Manager

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

Feedback to office staff based on what is observed in the office by admin and what is shared from parents speaking to admin

Owner(s):

Principal

Timeline:

Monthly, and as needed

Office Manager

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- Parent University
- YMS Parent Coffee Hour (Allocate for Remind App, Technology for communication with parents)
- YMS Counseling Center (Allocate for furniture and technology)
- Home visits (Allocate for mileage, translation)
- Office staff training on customer service, Cultural Proficiency Training, and SEL training for working with Yosemite Families (Allocate for trainings/professional learning and substitutes)

\*

Specify Direct Service and Opportunities for parents and families to support EL students:

- Spanish speaking After School Leads hired during the daytime for communicating with students and families in Spanish (Allocate for After School Leads to work during the day for student and family outreach)

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

- Parent University outreach
- EL parent training during coffee hour.
- YMS Family access to Counselors, teachers, admin, and support staff
- Spanish speaking After School Leads hired during the daytime for communicating with students and families in Spanish (Allocate for After School Leads to work during the day for student and family outreach)
- CWA to work directly with parents of students with chronic absenteeism. (Allocate for CWA)

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0505 Yosemite Middle School (Locked)

### G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Instruction	Mat & Supp			: Instructional Supplies & Materials ** NO FOOD OR INCENTIVES **	7,892.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Ovr			Classified Overtime YMS Evening Events	499.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting	253.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Materials for parent participation, communication to parents. No Food/Incentives	1,108.00
G5A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Lead, After Schl/Ext Day	0.4000	*Supports Goal 1 and Goal 3 Actions*	27,637.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Reg	Lead, After Schl/Ext Day	0.3750		18,518.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Extr			Evening Parent Mtgs - Translation	310.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Lead, After Schl/Ext Day	0.6000	*Supports Goal 1 and Goal 3 Actions*	41,454.00
G5A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			Bilingual Mileage *Supports Goal 1 and Goal 3 Actions*	200.00

**\$97,871.00**

# 2021-2022 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	Bks & Ref			Books	10,000.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Tech and large classroom materials	39,768.00
G1A1	ESSA-CSI	Instruction	Teacher-Supp			Teacher Supp Pay ** NO IEPS **	2,999.00
G1A1	ESSA-CSI	Instruction	Teacher-Supp			Teacher supplemental contracts ** NO IEPS **	16,091.00
G1A1	ESSA-CSI	Instruction	Nc-Equipment			Instructional Equipment - Tech & large classroom materials	53,189.00
G1A1	ESSA-CSI	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	84,469.00
G1A1	ESSA-CSI	Instruction	Cons Svc/Oth			Illuminate : Illuminate for Data Disaggregation and Other Prof/Consulting	5,883.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for PL	501.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Instructional Materials & Supplies & Signage	86,188.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Tech and large classroom materials	10,000.00
G1A1	Sup & Conc	Instruction	Direct Trans			Incentive - Buses EOY	3,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			EL Instructional Materials & Supplies	4,385.00
G1A1	One-Time School	Instruction	Mat & Supp			: Materials and Supplies for School Opening Support	13,400.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	2,000.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			EL Tech & Furniture	12,000.00
G3A1	ESSA-CSI	Attendance & Social Work Services	Cls Sup-Reg	Specialist, Chd Wel & Attnd I	1.0000		76,069.00
G3A2	Sup & Conc	Instruction	Direct-Graph			Planners & Signage on campus to increase school pride	5,000.00
G3A2	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.4000	1052763	61,974.00
G5A1	Title 1 Basic	Instruction	Mat & Supp			: Instructional Supplies & Materials ** NO FOOD OR INCENTIVES **	7,892.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Ovr			Classified Overtime YMS Evening Events	499.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting	253.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Materials for parent participation, communication to parents. No Food/Incentives	1,108.00
G5A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Lead, After Schl/Ext Day	0.4000	*Supports Goal 1 and Goal 3 Actions*	27,637.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Reg	Lead, After Schl/Ext Day	0.3750		18,518.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Extr			Evening Parent Mtgs - Translation	310.00
G5A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Lead, After Schl/Ext Day	0.6000	*Supports Goal 1 and Goal 3 Actions*	41,454.00
G5A1	LCFF: EL	Attendance & Social Work Services	Local Mileag			Bilingual Mileage *Supports Goal 1 and Goal 3 Actions*	200.00

\$584,787.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$59,520.00
ESSA-CSI	3182	\$238,700.00
Sup & Conc	7090	\$194,300.00
LCFF: EL	7091	\$78,867.00
One-Time School	7099	\$13,400.00
<b>Grand Total</b>		<b>\$584,787.00</b>

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$343,873.00
G3 - Increase student engagement in their school and community	\$143,043.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$97,871.00
<b>Grand Total</b>	<b>\$584,787.00</b>