

**Yosemite Middle**

106216660612041

Principal's Name: Nichole Horn

Principal's Signature: 

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

Title I SWP

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

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

**Consolidated Program Assurances**

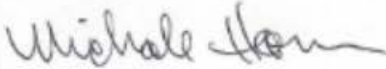

<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

**School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Nichole Horn</b>	X				
2. <b>Chairperson - Gail Fry</b>		X			
3. <b>Vice Chairperson- Nichole Keener</b>		X			
4. <b>Secretary-Alisha Dunlop</b>		X			
5. <b>DAC-Karla Dominguez</b>			X		
6. <b>Israel Ocampo</b>					X
7. <b>Pedro Rojo</b>					X
8. <b>Rolando Lopez</b>					X
9. <b>Raquel Martinez</b>				X	
10. <b>Melisa Rodriguez</b>				X	
11. <b>Irma Pimentel</b>				X	
12. <b>Ian Gough</b>			X		
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date <u>3/21/18</u>

**Required Signatures**

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Nichole Horn		3/23/18
SSC Chairperson	Gail Fry		3/23/18

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2018/19

Yosemite - 0505

**ON-SITE ALLOCATION**

3010	Title I	\$48,507 *
7090	LCFF Supplemental & Concentration	\$179,148
7091	LCFF for English Learners	\$80,010
<b>TOTAL 2018/19 ON-SITE ALLOCATION</b>		<b>\$307,665</b>

\* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required \$1,406

Remaining Title I funds are at the discretion of the School Site Council \$47,101

Total Title I Allocation \$48,507

## Yosemite Middle 2018-2019 - Single Plan for Student Achievement (SPSA)

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

#### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current %	Target %
EL Reclassification Rate (All grade levels)	9.091	16.091
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	19.723	26.723
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	8.729	15.729

#### Needs Assessment

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

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

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

- Students utilize the practice SBAC prior to the actual exam.
- Lessons taught are aligned to the essential ELA standards.
- Teachers utilize instructional pacing guide.
- 7th and 8th grade teachers work together in an accountable AC weekly.
- AC team common planning, unit assessment calendars, CFA's and analysis of student learning weekly to identify learning gaps and improve instructional strategies.
- Fidelity to Core Springboard Program in all classroom instruction to include daily complex text, tasks and student discourse.
- Professional Learning on student collaboration strategies and Tier 1 to include flexible grouping.
- Focused lesson planning with clarity of learning targets and student outcomes, CFU and high leverage instructional strategies.

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

- Students utilize the practice SBAC prior to the actual exam.

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

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

- Teachers need continued training in flexible grouping strategies.
- Departments and grade levels consistently using student work evidence and common CFU's and CFA's
- Student goal setting across site was inconsistent and needed to occur throughout the year.

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

- Practice SBAC needs to be taken several times before the actual exam.
- Student goal setting across site was inconsistent and needed to occur throughout the year.
- Teachers need continued training in flexible grouping strategies.
- Departments and grade levels consistently using student work evidence and common CFU's and CFA's

#### **EL Reclassification Rate (All grade levels)**

- Students did not receive in a timely manner goal setting and criteria for success for ELPAC redesignation.
- Students were not consistently given opportunities to practice listening, speaking, reading and writing across the curriculum as well as exposure to digital literacy.

- Lessons taught are aligned to the essential math standards.
- Teachers utilize instructional pacing guide.
- 7th and 8th grade teachers work together in an accountable AC weekly.
- AC team common planning, unit assessment calendars, CFA's and analysis of student learning weekly to identify learning gaps and improve instructional strategies.
- Fidelity to Core Springboard Program in all classroom instruction to include daily complex text, tasks and student discourse.
- Professional Learning on student collaboration strategies and Tier 1 to include flexible grouping.
- Focused lesson planning with clarity of learning targets and student outcomes , CFU and high leverage instructional strategies.

**EL Reclassification Rate (All grade levels)**

- Students will be assigned a case manager that will counsel them as well as progress monitor them. Students will receive goal setting and criteria for success for ELPAC redesignation.
- Students will be given opportunities to practice listening, speaking, reading and writing across the curriculum as well as exposure to digital literacy.
- Newcomer students will be appropriately placed in ELL/ELA classrooms for intensive instruction.
- Redesignated students will be recognized and awarded as well as progress monitored.
- Teachers will receive training on integrated and designated strategies to meet ELL students needs.
- Teachers will receive training on the EL frameworks/standards, criteria of the ELPAC test, as well as embedded resources in Springboard and Go Math curriculum to meet students needs.
- Teachers will receive training on strategies to incorporate listening, speaking, reading and writing across the curriculum.

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

**1** SSC:

Admin team presented SBAC and Interim data and shared:  
2018-19 SPSA Goal in ELA and Math is to increase the percentage of students who meet/exceed standards in ELA/Math by 7%. Our Interim 2 data showed an increase of 4.5% in ELA and 2% in math

**2** ELAC:

Combined with SSC  
Feedback:  
-Provide tutoring opportunities for students  
-Continue to communicate with parents about students' progress

**3** Staff:

2018-19 SPSA Goal in ELA and Math is to increase the percentage of students who meet/exceed standards in ELA/Math by 7%. Our Interim 2 data showed an increase of 4.5% in ELA and 2% in math as compared to Interim#2 last year.



as compared to Interim#2 last year.

Our EL Redesignation rate increased from 19% to 25.7% a 6.7% increase. Our 2018-19 SPSA goal for redesignation is to increase by another 7%.

Budget Priorities:

-Allocating funds for increasing student ratio of computers in core classrooms. Students were able to access digital literacy in ELA and Mathematics classrooms and will extend to history and science classrooms.

-Tier 2 and 3 intervention within the school day coordinated and implemented by a part time TSA

-After school tutoring for students through ASP and extra pay contracts targeting students with D's and F's and Long-Term ELs

-Continue contract with WestEd partners for ELD professional learning for teachers (integrated and designated lesson plans, Lesson Study-peer observations, reflection, and lesson refinement)

Feedback:

-Structured intervention program

-Incentives for students meeting/exceeding on benchmark assessments

Our EL Redesignation rate increased from 19% to 25.7% a 6.7% increase. Our 2018-19 SPSA goal for redesignation is to increase by another 7%.

Budget Priorities:

-Allocating funds for increasing student ratio of computers in core classrooms. Students were able to access digital literacy in ELA and Mathematics classrooms and will extend to history and science classrooms.

-Tier 2 and 3 intervention within the school day coordinated and implemented by a part time TSA

-After school tutoring for students through ASP and extra pay contracts targeting students with D's and F's and Long-Term ELs

-Continue contract with WestEd partners for ELD professional learning for teachers (integrated and designated lesson plans, Lesson Study-peer observations, reflection, and lesson refinement)

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

Title 1 funds were allocated for increasing student ratio of computers in core classrooms. Students were able to access digital literacy in ELA and Mathematics classrooms and some History classes.

**Action 1**

**Title:** ELA Achievement

**Action Details:**

ELA - YMS will increase student reading comprehension in ELA as measured by the SBAC, FUSD Interim Assessments, and YMS Common Assessments and Embedded Assessments. Yosemite will implement a comprehensive literacy program, with an emphasis on students scoring significantly below grade level reading as measured by the SBAC, and FUSD Interim Assessments. Yosemite will implement school-wide reading strategies. Admin will continue to utilize Instructional Practice Guide and provide Professional Learning and follow-up with feedback on implementation of complex text, reading strategies, and metacognitive strategies.

**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

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)

· SBAC Assessment - ELA

· **Interim Assessments include:**

-FUSD Interim ELA Assessment ·

-Common Assessments in ELA ·

-Instructional Practice Guide

· High School Readiness Indicator for students receiving D's and F's in ELA#6339

· Common Assessment Binders (ELA, HSS, SCI) shared in ILT

· **Data Chats:**

-AC Data Chats

-Utilizing AC Data Binders

-Individual Data Chats utilizing AC Data Binders

· Data Chats based on Equity and Access Theory of Change:

SBAC – ELA

FUSD Interim Data Chats analyzed by VP

High School Readiness analyzed by Academic Counselor

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

-All students will receive instruction from teachers utilizing school-wide literacy strategies decided upon by staff after reading from professional texts on reading strategies.

(Books – Professional books for staff, classroom books, library books, and associated reading materials for students; Classroom materials, supplies, and equipment)

-Students scoring significantly below will meet quarterly with counselor and teachers to review goals and student work in the classroom.

-Incentives for student growth (All subgroups) (awards, certificates, medals, trophies, materials, supplies, equipment, and food) Dual Immersion students will have Spanish Language Arts and History instructed in Spanish and the rest of their courses in academic English Purchase computers and technology needs (projectors, bulbs, speakers, screens, printers, ink, cords, student computer software to support individualized needs of students to improve literacy, student computer/technology hardware materials, supplies, and equipment to support

Owner(s):

Owner

Principal, VP, Teachers

Principal, VP, ELA Teachers

Principal, VP, ELA, HSS, SCI Teachers

Principal, VP, counselor, ELA, HSS, SCI Teachers

Principal, VP, GLA

Principal

Principal, ILT

Principal, VP, GLA, Teachers (ELA, HSS, SCI)

Principal, VP

Timeline:

Timeline

August 2018

FUSD Interim - 2 times a year, YMS Common Assessments Quarterly

Bi-Weekly

Every 6 weeks (Progress Reports and Quarter Grades) Quarterly

Quarterly

Monthly

EOY 2019

Specify enhanced services for EL students:

- EL students scoring significantly below grade level reading will meet in flexible intervention groups within core instruction. Extra pay contracts for teachers to work with significant below EL students before/after school until they reach a SBAC to trigger resignation.

- EL student progress monitoring for redesignation; data chats and goal setting with students for ELPAC and FUSD common formative assessments.

-YMS teachers will be working with WEST ED to learn how to utilize ELD standards in the classroom. Teachers will receive coaching and feedback on implementation of ELD standards.

digital literacy in the classroom) for ELA, HSS, and SCI to support technology needs for new adoption for continued implementation of State Standards.

- Tier 2 and 3 intervention within the school day coordinated and implemented by a part time TSA
- After school tutoring for students through ASP and extra pay contracts targeting students with D's and F's.

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

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- Parents will receive copies of student progress on SBAC, FUSD Interim, DRP .
- Weekly grade reports will be sent home to parents on student progress .
- Parent Coffee Hours will include understanding the SBAC, and FUSD Interim and will encourage reading.
- Coffee Hour to be conducted by Goal 2 specialist in two languages.
- Goal 2 specialist to translate written information as well.
- Parent education on A-G courses for College Readiness and impact of needing students to meet grade level reading expectations.

#### Describe Professional Learning related to this action:

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

## Action 2

**Title:** Math Achievement

#### Action Details:

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Math- YMS will increase student comprehension in Mathematics as measured by the SBAC, FUSD Interim Assessments, and YMS Common Assessments. Yosemite will implement a comprehensive mathematics program, with an emphasis on students scoring significantly below grade level as measured by the SBAC, and FUSD Interim Assessments. Admin will continue to utilize the Instructional Practice Guide and provide Professional Learning and follow-up with feedback on implementation of the eight mathematical practices, state standards, and best mathematical research based instructional practices.

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 - Math**

Interim Assessments include:

- FUSD Interim Math Assessment
- Common Assessments in Math

Instructional Practice Guide

High School Readiness Indicator for students receiving D's and F's in Math #6339

Common Assessment Binders (Math) shared in ILT

**Data Chats:**

- AC Data Chats utilizing AC Data Binders
- Individual Data chats utilizing AC Data Binders

Data Chats based on Equity and Access Theory of Change

-SBAC – Math analyzed by Principal, VP, Teachers.

-FUSD Interim Data Chats analyzed by GLA

High School Readiness analyzed by Academic Counselor

**Owner(s):**

Principal, VP, GLA

Principal, VP, GLA

Principal, VP, GLA

Principal, VP, GLA

Principal, VP, GLA

Principal, VP, GLA

Principal, VP, GLA, Teachers

Principal, VP, GLA

**Timeline:**

August 2018

FUSD Interim - 2 times a year

YMS Common Assessments Quarterly

Weekly

Every 6 weeks (Progress Reports and Quarter Grades)

Quarterly

Quarterly

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

-All students will receive math instruction from a teacher utilizing State Standards and the new math adoption. (Books – Professional books for staff, classroom resources, and associated math materials for students; classroom materials, supplies, and equipment)

-Students receiving a 1 or 2 rubric score on common assessments will be given additional opportunities to learn inside of the school day. Following formative assessments students needing re-teaching will remain with core teacher for re-teaching and students scoring a 3 or 4 will deploy to PLUS teachers for enrichment.

-Students will be given opportunities outside of the school day to be tutored in small groups with teachers through supplemental contracts.

**Specify enhanced services for EL students:**

-YMS teachers will be working with WEST ED to learn how to utilize ELD standards in the classroom. Additionally, they will receive coaching and feedback on implementation of ELD standards.

-Teachers will work together collaboratively in their AC's analyzing specific ELD data to help diversify instruction.

-Teachers will implement scaffolding strategies and incorporate ELD standards into lesson planning.

-Implementation of site EL plan and AC EL components.

-EL Coaches will train teachers on ELD standards and how to incorporate student discourse across the curriculum

-Purchase computers and technology needs (projectors, bulbs, speakers, screens, printers, ink, cords, projectors, bulbs, speakers, screens, printers, ink, cords, student computer software to support individualized needs of students to improve literacy, student computer/technology hardware materials, supplies, and equipment to support digital literacy in the classroom, and other tech needs) for Math to support technology needs for new adoption for continued implementation of State Standards.

-Tier 2 and 3 intervention within the school day coordinated and implemented by a part time TSA

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

-Weekly grade reports will be sent home to parents on student progress

-Parent Coffee Hours will include overview of math concepts to be conducted by Goal 2 specialist in two languages.

-Parents will be encouraged to attend ELAC meetings where topics will include: ELD Standards, ELPAC criteria, students designated levels and goal setting, encouraging listening and speaking skills.

-There will be at least 4 meetings a year. District guest from English Learners Services as well as Parent University will be invited to speak to parents on a variety of topics related to second language learners needs and how parents can support. Parents will have access to Parent Portal, Edutext, Parent University.

#### Describe Professional Learning related to this action:

##### **Accountable Communities:**

-Each AC will become proficient at utilizing CFA's by using Learning By Doing, creating smart goals, deconstructing standards and released SBAC items, creating CFA's aligned to content and literary standards; analyzing data by grade level, course, period, and student; planning for intervention and next steps; and reflecting on implementation strategies.

-Teachers will receive training on integrated and designated strategies to meet ELL students needs.

-Teachers will receive training on the EL frameworks/standards, criteria of the ELPAC test, as well as embedded resources in Springboard and Go Math curriculum to meet students needs.

-Teachers will receive training on strategies to incorporate listening, speaking, reading and writing across the curriculum.

### **Action 3**

**Title:** EL Redesignation

#### Action Details:

EL Redesignation- YMS EL Plan to reduce the number of long term EL students by increasing the number of students re-designating based on CELDT, PSAT and FUSD interim. Yosemite will implement a comprehensive literacy program, with an emphasis on EL students scoring significantly below grade level reading as measured by the CELDT, PSAT and FUSD interim assessments. Yosemite will implement school-wide reading strategies. We will utilize core and plus classrooms for targeting EL intervention students. Admin will continue to utilize Instructional Practice Guide and provide Professional Learning and follow-up with feedback on implementation of complex text, reading strategies, metacognitive strategies, and best practices for EL students.

**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

ELPAC 2018 Administration

- R-FEP Monitoring
- Common Assessment Data of EL Students in ELA
- Data Chat on Equity and Access Theory of Change – English Learners analysis by GLA

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

- WEST ED curriculum.
- Students will be assigned a case manager that will counsel them as well as progress monitor them.
- Students will receive goal setting and criteria for success for ELPAC redesignation.
- Students will be given opportunities to practice listening, speaking, reading and writing across the curriculum as well as exposure to digital literacy.
- Newcomer students will be appropriately placed in ELL/ELA classrooms for intensive instruction. Redesignated students will be recognized and awarded as well as progress monitored.

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

- Parent Coffee Hour to include education of ELPAC assessments, timelines, and importance of Redesignation
- Translation of information and services to parents through Bilingual After school/Ext Day Leads
- Goal 2 Specialist working with EL Families in connecting families to school

#### Owner(s):

Owner(s)

GLA

GLA

GLA, Teachers

Principal, GLA

#### Timeline:

Quarterly

#### Specify enhanced services for EL students:

- EL student progress monitoring for redesignation; data chats and goal setting with students for ELPAC and FUSD common formative assessments.
- All long term EL students will be heterogeneously placed in classrooms with EO's for access to grade level state standards.
- New EL students may be placed in Dual Immersion classes.
- YMS teachers will be working with WEST ED to learn how to utilize ELD standards in the classroom. Teachers will receive coaching and feedback on implementation of ELD standards. Teachers will work together collaboratively in their AC's analyzing specific ELD data to help diversify instruction.

#### Describe Professional Learning related to this action:

##### Describe related professional learning:

##### Challenging Content and Every Student:

- State Standards ELA/ELD for all staff
- State Standards ELA/ELD PL for Academic Reading that includes academic language development, decoding/fluency, reading comprehension, and critical thinking skills for EL students that have been in the US less than 3 years and score and overall 1 and 2 on ELPAC.
- ELPAC levels, identification of students who are EL, the re-designation process, R-FEP, and instructional strategies for working with EL's.
- Training for ELD teacher in strategies for building vocabulary, assisting students in understanding text structures, using anticipation guides, graphic organizers and think alouds. Job embedded with EL coaches)
- Provide training for teachers around best practices on academic language, literacy and writing strategies with an added lens on how to differentiate for EL learners .
- Sub release for teachers

## 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0505 Yosemite Middle School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Teacher substitutes	503.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Teacher supplemental salary	16,000.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement (No incentives or food)	2,500.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher substitute	5,000.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental salaries	5,001.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Regular Instruction Materials and Supplies	86,626.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Regular Instructional Materials and Supplies (No incentives or food)	29,104.00
G1A3	LCFF: EL	Instruction	Local Mileag			Bilingual Instruction Mileage	500.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	2,000.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Reg	Lead, After Schl/Ext Day	0.3750		13,872.00

**\$161,106.00**

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

### School Quality Review

#### School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	92.239	99.239

### Needs Assessment

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

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

#### Goal 2 Participation Rate

- Giving students several different options for clubs and sports.
- Students not engaged in a goal 2 activities will be identified and counseled.
- Encouraged at club rush to join. Campus Culture Director will host "Club Rush at the start of each semester to ensure all students know what clubs & activities are available and sign up to join.
- Athletic Director actively recruiting eligible students for sports.
- Art an Music teacher recruiting students from feeder elementary schools into the Arts.

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

#### Goal 2 Participation Rate

- Keeping tier 3 students engaged in sports or clubs and sticking with once they have joined.
- New students not being identified and targeted for goal 2 activities.

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

**1** SSC:

Our 2018-19 SPSA goal is to increase Goal 2 participation by 7%. Previous school year had an increase of 6.3% which is on target with the 7% increase goal.

#### Budget Priorities

- Continue Goal 2 activities
- Provide extra pay contracts for staff advisors for clubs
- Updating uniforms and adding assistant coaches.

#### Suggestions:

- Increase elective choices, fieldtrips,
- Increased incentive based programs

**2** ELAC:

Combined with SSC

#### Feedback:

- Students enjoy participating in clubs at school.
- Students

**3** Staff:

Our 2018-19 SPSA goal is to increase Goal 2 participation by 7%. Previous school year had an increase of 6.3% which is on target with the 7% increase goal.

#### Budget Priorities

- Continue Goal 2 activities
- Provide extra pay contracts for staff advisors for clubs
- Updating uniforms and adding assistant coaches.

#### Suggestions:

- Increase elective choices, fieldtrips,
- Increased incentive based programs



**Action 1**

**Title:** Increase of Goal 2 activities

Action Details:

Yosemite will increase the number of students involved in Goal 2 activities. Yosemite will implement a comprehensive student behavior system, with an emphasis on students receiving suspensions and transition class referrals and targeting those students for Goal 2 activities to involve them and engage them more positively in school. Targeted students will receive either a Leadership course, Men's Alliance, Women's Alliance, or 1 choice elective. Yosemite will create a calendar of all events for students; hold lunchtime meetings for students to give additional input and ideas on engagements; utilize suspension, transition, and Goal 2 SQII data for identification of students to get engaged in Goal 2 activities at YMS.

**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 Goal 2 Calendar of Events
- Goal 2 Enrollment by all students
- Goal 2 Enrollment by students with misbehaviors/suspensions
- Transition Data
- Suspension Data
- YMS Activities Calendar Enrollments per quarter
- Data Chat Equity and Access Theory of Change – Goal 2 Engagements analysis by Goal 2 classified

Owner(s):

- Principal, Goal 2 Classified
- Athletic Director & Goal 2 Classified
- Goal 2 Classified, VP
- VP, Transition Teacher, School Psychologist
- VP
- Goal 2 Classified
- Principal, Goal 2 Classified

Timeline:

- Monthly
- Quarterly
- Monthly

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

- Goal 2 Classified Position to recruit students who don't have access, or are disconnected to enrichment activities to connect them to school and working with parents to assist in educating them about the school system including high school, colleges, and universities.
- Additional Campus Security time for school activities, sports, performances, or events
- Students will receive lanyards for holding YMS identification, and YMS club/activity/sports passes.
- YMS incentives to students involved in Goal 2 activities (t-shirts, hats, sweatshirts, school supplies)
- Implementation of WEB.

Specify enhanced services for EL students:

- EL club for newcomers.

-Purchase computers and technology needs (projectors, bulbs, speakers, screens, printers, ink, cords, and other tech needs) for Computers, and Entrepreneurial Course to support technology needs in engaging students in Goal 2 activities.

- Music/Art/Sports/Activities equipment, materials, supplies, uniforms, and gear for students to participate in Goal 2 activities.

-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 recognized for their participation in athletic programs/clubs

-Cultural Clubs will be supported to engage our disproportionate/disadvantaged students (African American) Student Union, Spanish Club, Folkloric, EL Club for newcomers, Hmong student union, etc.)

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

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-Parent attendance at various activities of students

-Parent Coffee Hour to inform parents of school activities

-School Messenger to parents to communicate school activities

-Flyers home to parents listing activities and important information about the school

-Translation of information and services to parents through Bilingual Home School Liaison PIQE Parent

-Counseling Groups

#### Describe Professional Learning related to this action:

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##### **Culture of Learning and High Expectations (IPG):**

-FUSD Climate Culture Meetings (Climate Culture Director and Goal 2 Classified Substitutes needed – job embedded through FUSD)

-FUSD Athletic Director Meetings (Athletic Director Substitutes needed – job embedded through FUSD)

-WEB Training (Climate Culture Director/Leadership Teacher Substitutes needed)

-Staff will revisit Engaging Students with Poverty in Mind to understand that engaged students that have a positive relationship with the teacher (CHAMPS and CKH) will attend school.

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

**School Quality Review**

**School Level Dashboard**

Goal 3 Metrics	Current %	Target %
Linked Learning Enrollment	0	7
Exposure to Careers - 8th Grade	7.353	14.353

**Needs Assessment**

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

<p><b>1</b> What were the key factors that contributed to these performance outcomes for each metric.</p> <p><b>Exposure to Careers - 8th Grade</b></p> <ul style="list-style-type: none"> <li>-Utilization of career cruising each quarter by our academic counselor.</li> <li>-All students completed career cruising competences through in their Social Studies courses. Students will complete career matchmaker, and my skills assessment.</li> </ul> <p><b>Linked Learning Enrollment</b></p> <ul style="list-style-type: none"> <li>-Every student had access Khan/HRW in Math and Khan/Zink in ELA.</li> </ul>	<p><b>2</b> What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p><b>Exposure to Careers - 8th Grade</b></p> <ul style="list-style-type: none"> <li>-There should be more follow up after career cruising in CTE and Core Classes.</li> </ul> <p><b>Linked Learning Enrollment</b></p> <ul style="list-style-type: none"> <li>Access was not consistent during structured classroom differentiated instruction model.</li> </ul>
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**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p><b>1</b> SSC:</p> <p>2018-19 SPSA goal is to increase student exposure to careers by 7%.</p> <p>During the 2017-18 school year, 7th and 8th grade students completed on-line Career Cruising during elective classes.</p> <p>Budget Priorities:</p> <ul style="list-style-type: none"> <li>-Continue to incorporate the use of technology in the classroom. Students need more time to learn how to use the tools.</li> <li>-Academic Counselor will continue exposure to careers through on-</li> </ul>	<p><b>2</b> ELAC:</p> <p>Combined with SSC</p> <p>Feedback:</p> <ul style="list-style-type: none"> <li>-Ways to make sure students can access the linked learning at school and at home.</li> <li>-Continue social emotional support to help students when they are having difficulties in school and at home</li> </ul>	<p><b>3</b> Staff:</p> <p>2018-19 SPSA goal is to increase student exposure to careers by 7%.</p> <p>During the 2017-18 school year, 7th and 8th grade students completed on-line Career Cruising during elective classes.</p> <p>Budget Priorities:</p> <ul style="list-style-type: none"> <li>-Continue to incorporate the use of technology in the classroom. Students need more time to learn how to use the tools.</li> </ul>
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line career cruising

-Academic Counselor will continue exposure to careers through on-line career cruising  
 Feedback:  
 Make sure all teachers are trained and consistent with implementation of technology. Not just for testing but for everyday lessons

**Action 1**

**Title:** Exposure to Careers

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.

**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 career cruising competences through in their Social Studies/Science courses. Students will complete career matchmaker, and myskills assessment.
- Students enrolled in CTE courses will be exposed to careers and pathways related to the courses they are taking. Student will have the opportunity to explore careers in depth as well as work place competencies, salaries, education required and working conditions.
- All 8th grade students will receive high school of choice presentations and counseling to choose career pathways. A long with high school and college visits
- 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):

- Counselor
  
  
- Counselor
  
  
- Counselor
  
  
- Counselor

Timeline:

- Fall Semester and as needed throughout the year
  
  
- Quarterly
  
  
- Quarterly
  
  
- Quarterly

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

- Students will be able to access manipulative kits.
- Students will have access to career exploration activities on/off campus.
- Students will receive direct instruction with challenging content as well as differentiated instruction within instructional time to ensure high school readiness.

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.

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.

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

- Academic Counselors will train parents on how to use ATLAS tools.
- Academic Counselors will host a High School, School of Choice informational meetings and assistance completing documents before due dates.
- Present to SCC and ELAC high school pathways

**Describe Professional Learning related to this action:**

- CTE teachers will be trained in career pathways courses.
- Teachers will receive a PL on overall FUSD pathway and school options for students.

**Action 2**

**Title:** Linked Learning

**Action Details:**

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, My HRW, and Zinc.

**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 Khan/HRW in Math and Khan/Zinc in ELA during structured classroom differentiated instruction model.
- 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.
- All 8th grade students will be tested on PSAT in order to access 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.
- Lead Teachers and Principal will participate in the in the PI initiative and receive personal training. Yosemite will use the PLI model 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
- Teachers
- Counselors
- Teachers

**Timeline:**

- Weekly
- Weekly
- Semester
- Weekly

-

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

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- 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.
- Students will have one to one access to technology.

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

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- Academic Counselors will train parents on how to use ATLAS, Khan & HRW tools.
- Academic Counselors will host a High School, School of Choice informational meetings and assistance completing documents before due dates.
  - Present to SCC and ELAC with technology tools available.

**Specify enhanced services for EL students:**

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- 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.

**Describe Professional Learning related to this action:**

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- All teachers will be trained to use linked learning in their blended learning model in all core classes.
- ILT will receive training in the PLi model.
- They will have event numbers to be released from the classroom as well as AC/Dept. time to collaborate with their teams.

**Goal 4 - All Students will stay in school on target to graduate**

**School Quality Review**

**School Level Dashboard**

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	16.642	14.642
Suspensions Per 100	30.789	29.789

**Needs Assessment**

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

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

**Chronic Absenteeism**

- Sending home Extended Learning classified personnel, VP, Principal, SRO to chronically absent students houses to ensure the best way to get them to school.
- Documented 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.

**Suspensions Per 100**

- School wide structures being utilized (CHAMPS, CKH).
- Teachers receiving PL on Restorative Practices with staff to be revisited quarterly.
- Staff reviewed previous readings on "Restorative Practices in Schools and Circle Processes".

Staff book study of Fostering Resilient Learners as well as Trauma Informed Practices Culture and Climate team will update staff on referrals, referral processes and alternatives. PL will include: Structures for Success, School wide commitments/expectations, social emotional initiatives, strategies for classroom management, redirecting behavior, building positive relationships, proactive strategies to promote student success will be taught and reinforced with both students/adults, school wide expectations, classroom expectations CHAMPS, capturing kids hearts, class meetings, Warrior Connect, OLWEUS prevention components, levels of misbehavior response.

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

**Chronic Absenteeism**

- 

**Suspensions Per 100**

- Deeper focus on intervention for tier 2 students transitioning toward tier 3.
- Deeper focus on proactive structures and relationships of our SPED and African American students.

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

**1** SSC:

2018-19 SPSA goal is to decrease chronic absenteeism from 16.6%

**2** ELAC:

-Communicate with parents ongoing when students are struggling.

**3** Staff:

-Review school wide structures. More training in CHAMPS. We want

to 29.7%.

-Utilize the re-engagement as a resource prior to suspension. It is important to keep the campus safe with preventative measures. Consider utilizing re-engagement center for more in school suspension.

Encourage them to be part of meeting with teachers.

-Additional classified support staff needed to continue working with parents and students.

our Culture Climate coach to review classrooms and school wide structures and help implement recommendations as well as follow up.

-Review engagement strategies.

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

**Action 1**

**Title:** Chronic Absenteeism

**Action Details:**

YMS will decrease the chronic absenteeism percentage at Yosemite Middle School. Yosemite will implement a comprehensive ELA, mathematics program, and student behavior system to engage more students in school with an emphasis on students not attending school. Students not attending school will be identified utilizing SQII tool, Beta tool for EIIS, and A2A monitoring by SESS and meet with YMS site personnel in small group meetings and individually both at YMS and through home visits.

**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**

- Weekly Attendance Reports
- Data Chats based on Equity and Access Theory of Change
- Utilize SQII Tool
- Utilize Beta Tool for EIIS Entries by SESS
- Attendance Monitoring A/ELLS/DP/Dashboard indicators
- ATLAS Entries
- Site COST Meetings Monthly

**Owner(s):**

- Owner(s)
- SESS
- Principal, SESS
- SESS
- SESS, Academic Counselor
- SESS

**Timeline:**

- Timeline
- Weekly
- Monthly
- Weekly
- Daily
- Monthly



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

- Implement tiered levels of support to address chronic absenteeism
- One on one conferencing with students nearing chronic levels of absences.
- Student mentoring
- Counseling individual/groups of students
- Implement incentive/reward program for attendance, behaviors, GPA
- Implement peer mediation Implement restorative practices to decrease behavior and increase attendance
- Blue Sky Youth Empowerment Groups
- Implement second step and mini lessons on SEL, and expectations in class meetings
- Student Success Contracts
- Extended Day After School Learning Coordinator working with At-Risk students to connect them to school

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

- Conduct regular Attendance (A2A) parent conferences.
- Home visitations by Spanish speaking After school/Ext Day Leads/SESS
- Connecting families with additional supports outside of school by Spanish speaking After school/Ext Day Leads
- Weekly Grade Reports to Students/Parents
- Training on Edutext for close monitoring of students attendance throughout the day and grades Parenting classes on campus through Blue Sky

**Specify enhanced services for EL students:**

- Additional staff (After school/Ext Day Leads) to work with students and parents regarding attendance issues and/or concerns.
- EL students will be counseled on their attendance quarterly by SESS.
- Students will receive guidance and goal setting strategies to improve attendance through scholar meetings.

**Describe Professional Learning related to this action:**

- Teachers will revisit Engaging Students with Poverty in Mind to understand that engaged students that have a positive relationship with the teacher (CHAMPS and CKH) will attend school.
- District SESS Meetings (job embedded SESS)
- District Counselor Meetings (job embedded Counselor)

**Action 2**

**Title:** Suspension data

**Action Details:**

Suspension data- YMS will decrease the number of suspension incidents at Yosemite Middle School. Yosemite will implement a comprehensive student behavior system, with an emphasis on students receiving suspensions and transition class referrals. Yosemite will utilize scholar class meetings weekly for teaching students appropriate school behaviors; daily implementation of CHAMPS and CKH; Safe and Civil Meetings for school-wide improvements and brainstorming sessions for specific intervention students; and cross-curricular team meetings for intervention students. Administration will continue to utilize the Instructional Practice Guide and provide Professional Learning and follow-up with feedback on implementation of CHAMPS, CKH, and individual interventions.

<b>Reasoning for using this action:</b> <input type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input checked="" 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

Suspension Data

- o Weekly Analysis
- o Monthly Analysis

- Data Chat Equity and Access Theory of Change - Suspensions analysis by VP
- SEL Survey results analysis
- Teacher referrals
- Misbehaviors in ATLAS
- Admin Sweeps in classrooms using CHAMPS rubric for system wide implementation
- Intervention Meetings (identification of students, interventions determined, progress, growth)
- Good Behavior Identification (No Suspensions or Transitions)

Owner(s):

Owner(s)

VP

Principal, VP

Principal, VP

VP, Psych, Safe and Civil Team

Principal, Transition Teacher, Safe and Civil, School Psychologist

Principal/VP

Principal, VP, GLA Psychologist VP, Transition Teacher

Campus culture/Transition teacher

Timeline:

Weekly

Monthly

Monthly

Annually

Monthly Daily/Weekly

August & September 2016 Twice a Month

Quarterly

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

-All classrooms will implement CHAMPS, Capturing Kids Hearts, and Restorative Practices at the beginning of the year to each class through direct instruction and throughout the year. Students will learn CHAMPS structures as seen in teacher posters, projections embedded within lessons, and heard through repetition of the teacher in classroom and in cafeteria.

-All students will attend and participate in weekly classroom meetings (Yosemite Connect) created and monitored by Safe & Civil Team.

-All students with 2 or more suspensions will take place in after school social emotional skill building with SESS and/or psychologist.

-Psychologist will meet with students receiving multiple referrals and/or suspensions to counsel, connect with, and coordinate services as needed for student and family.

-Incentives will be provided for students reducing their referral/suspension percentage

-COST Model utilized to implement and monitor student support services.

-Student support services include 1:1 counseling, small group counseling, crisis management and intervention, behavior support contracts, and attendance support

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

-Parents will be contacted if a teacher sends a referral in for a student

-Face to face meetings with parents will occur after a student receives two referrals within a month

Specify enhanced services for EL students:

-Additional staff (Spanish speaking After school/Ext Day Leads) to work with students and parents regarding proactive approaches and behavior interventions.

-All classroom teachers receive updates on suspensions.

-Staff focuses on entering positive behaviors into ATLAS to reinforce expected behaviors at YMS.

Describe Professional Learning related to this action:

**Culture of Learning with High Expectations (IPG):**

-Safe & Civil Schools (Foundations Modules A, D, E, and F; CHAMPS; Tough Kid Series; Encyclopedia of Behavior Management; Intervention) on expectations, structures, and routines.

- Social Worker will be available to connect families with additional supports Goal 2 specialist to work with connecting families to the school and provide regular communications in two languages.
- Parent counseling groups focusing on attendance, school success, and parenting strategies.
- After School/Ext Day Lead to provide parents with oral and written information in two languages when needed.

- Capturing Kids Hearts - Engaging Students, 4 Questions, Social Contract, Restorative Practices Training - Class Meeting Circles, Restorative Meetings.
- Second Step - Behavioral Strategies for Students
- SESS Why Try Training for para-educators and SDC teachers through use of substitute teachers
- Engaging Students with Poverty in Mind, COST Model/Practices Training for SESS during school day
- Admin Team Safe and Civil Foundations Module's A, B, and C
- Tier 3 support strategies, contracts, and Behavior Support Plans to be implemented and monitored daily by School Psychologist SESS is available to help facilitate
- RP
- SE Learning
- Positive Discipline
- SESS also provides tier 3 intervention based on ELLS indicators including number of suspensions.
- Additionally:
  - Teachers encouraged to attend additional FUSD offerings of CHAMPS trainings for new and veteran teachers.
  - Admin team sharing best practices learned from FUSD trainings with teachers during Supervision and Evaluation.
  - Admin professional learning on understanding and implementation Equity and Access Theory of Change Suspensions.
- Logistics and Operations
- Curriculum and Instruction
- Professional Learning
- Supervision and Evaluation

## 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0505 Yosemite Middle School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Classified supplemental	400.00
G4A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Lead, After Schl/Ext Day	0.4000		24,949.00
G4A1	LCFF: EL	Parent Participation	Cls Sup-Reg	Lead, After Schl/Ext Day	0.6000		37,422.00
G4A2	Sup & Conc	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.4000		57,572.00
G4A2	LCFF: EL	Instruction	Oth Cls-Extr			Bilingual instruction classified extra time	500.00
G4A2	LCFF: EL	Instruction	Mat & Supp			Bilingual Instruction Materials and Supplies	25,716.00

**\$146,559.00**

## 2018-2019 Budget for SPSA/School Site Council

### State/Federal Dept 0505 Yosemite Middle School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Teacher substitutes	503.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Teacher supplemental salary	16,000.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement (No incentives or food)	2,500.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher substitute	5,000.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental salaries	5,001.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Regular Instruction Materials and Supplies	86,626.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Regular Instructional Materials and Supplies (No incentives or food)	29,104.00
G1A3	LCFF: EL	Instruction	Local Mileag			Bilingual Instruction Mileage	500.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	2,000.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Reg	Lead, After Schl/Ext Day	0.3750		13,872.00
G4A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Classified supplemental	400.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Lead, After Schl/Ext Day	0.4000		24,949.00
G4A1	LCFF: EL	Parent Participation	Cls Sup-Reg	Lead, After Schl/Ext Day	0.6000		37,422.00
G4A2	Sup & Conc	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.4000		57,572.00
G4A2	LCFF: EL	Instruction	Oth Cls-Extr			Bilingual instruction classified extra time	500.00
G4A2	LCFF: EL	Instruction	Mat & Supp			Bilingual Instruction Materials and Supplies	25,716.00
<b>\$307,665.00</b>							

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$48,507.00
Sup & Conc	7090	\$179,148.00
LCFF: EL	7091	\$80,010.00
<b>Grand Total</b>		<b>\$307,665.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$161,106.00
G4 - All students will stay in school on target to graduate	\$146,559.00
<b>Grand Total</b>	<b>\$307,665.00</b>