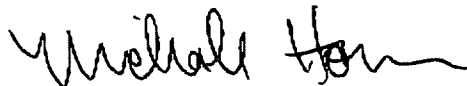


**Yosemite Middle School**

10621666061204

Principal's Name: Nichole Horn

Principal's Signature:



The Fresno Unified School District Board of Education approved this plan on: May 11, 2016

Yosemite Middle School

Title I - SWP

<b>Table of Contents</b>		
<b>Section</b>	<b>Topic</b>	<b>Details</b>
<b>A.</b>	<b>School Quality Review Process</b>	Data Analysis and identification of needs and goals from SQII Needs Assessment
<b>B.</b>	<b>Action Plan</b>	Action designed to meet the needs and accomplish the goals
<b>B.1.</b>	<b>Academic Domain</b>	Academic and Course Performance
<b>B.2.</b>	<b>Social/Emotional Domain</b>	Attendance/Suspensions/Expulsions
<b>B.3.</b>	<b>Culture and Climate Domain</b>	Goal 2 Engagement/Parent Involvement/EL Services
<b>Budget and Governance Sections</b>		
<b>C.1.</b>	<b>Budget</b>	Allocations and planned expenditures
<b>D.1.</b>	Centralized Services	N/A
<b>E.1.</b>	<b>Assurances</b>	Consolidated Program Assurances
<b>E.2.</b>	<b>School Site Council</b>	Members list
<b>E.3.</b>	<b>Required Signatures</b>	Principal and SSC Chairperson
<b>E.4.</b>	<b>Addendum</b>	Site Parent Involvement Policy/Compact/SSC Bylaws

<b>District Goals</b>	
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.	
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.

# 2016 - 2017 SPSA Needs Assessment

SCHOOL : Yosemite ▼

[Print this page](#)

## 1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Middle	Math (SBAC)	5- Achievement Gap	<a href="#">5998</a>	Number and percentage of unduplicated students scoring Standard Not Met or Standard Nearly Met on the Math SBAC whose subgroups are more than 10% negatively disproportionately represented	15/17	40.78 %
<input type="checkbox"/>	Middle	ELA (SBAC)	5- Achievement Gap	<a href="#">5997</a>	Number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate	15/17	42.61 %
<input checked="" type="checkbox"/>	Middle	ELA (SBAC)	2- Standard Met/Exceeded	<a href="#">5926</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC	13/17	14.51 %
<input checked="" type="checkbox"/>	Middle	ELA (SBAC)	1- Standard Not Met/Nearly Met	<a href="#">6142</a>	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA SBAC	13/17	82.18 %
<input checked="" type="checkbox"/>	Middle	Math (SBAC)	2- Standard Met/Exceeded	<a href="#">6169</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the math SBAC	10/17	8.98 %
<input checked="" type="checkbox"/>	Middle	Math (SBAC)	1- Standard Not Met/Nearly Met	<a href="#">6160</a>	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the math SBAC	10/17	91.02 %

## 2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Middle	EL	1- English Proficiency	<a href="#">6017</a>	Number and percentage of English Learner students who demonstrated	16/16	23.4

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Middle	EL Redesignation	2- Borderline Eligibility Pool	<a href="#">5990</a>	Number and percentage of English Learner 1st-12th grade students who meet borderline eligibility criteria	15/16	15.43 %
<input checked="" type="checkbox"/>	Middle	EL Redesignation	4- LTEL Redesignation Rate	<a href="#">4774</a>	Number and percentage of Long Term English Learner students redesignated	15/17	15.92 %
<input checked="" type="checkbox"/>	Middle	EL Redesignation	3- Borderline to Redesignation Within 365 Days	<a href="#">5968</a>	Number and percentage of English Learner 1st grade-12th grade students identified as meeting borderline criteria for redesignation at the end of spring semester and are redesignated within 365 days	13/17	36.17 %

### 3 Academic Completion

#### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Middle	High School Readiness	1- EIS Red Zone Rate	<a href="#">6643</a>	Number and percentage of K-12th grade students meeting all 3 EIS Red Zone (or higher) criteria	7/17	4.62 %

### 4 Social Emotional

#### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Middle	Suspension	4- Behavior Growth	<a href="#">3684</a>	Number and percentage of TK-12th grade students who had at least 1 suspension incident in the previous semester and have not had a suspension incident in the current semester	16/17	39.47 %
<input checked="" type="checkbox"/>	Middle	Chronic Absenteeism	3- Attendance Growth	<a href="#">5959</a>	Number and percentage of TK-12th grade students who were chronically absent at the end of previous semester who are no longer chronically absent in the current semester	14/17	11.25 %
<input type="checkbox"/>	Middle	Chronic Absenteeism	1- Chronic Absenteeism Rate	<a href="#">5942</a>	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	13/17	16.95 %
<input type="checkbox"/>	Middle	Suspension	2- Disproportionality	<a href="#">5976</a>	Number and percentage of students with 1 or more total suspension incidents whose subgroups are more than 10% negatively disproportionately represented	12/17	100 %

<input checked="" type="checkbox"/>	Middle	Chronic Absenteeism	4- Attendance Retention	<a href="#">5963</a>	Number and percentage of TK-12th grade students who had greater than 90% attendance the previous semester and have maintained greater than 90% attendance during the current semester	11/17	93.2 %
<input checked="" type="checkbox"/>	Middle	Suspension	1- Suspension Rate	<a href="#">6109</a>	Number and percentage of students who have been suspended and/or expelled	10/17	16.33 %

## 5 Climate Culture

### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Middle	Student Engagement	3- Disproportionality	<a href="#">5944</a>	Number and percentage of unduplicated students not engaged in any Goal 2 activities whose subgroups are more than 10% negatively disproportionately represented	17/17	32.6 %
<input type="checkbox"/>	Middle	Student Engagement	1- Opportunity Index	<a href="#">5946</a>	Number and percentage of Goal 2 (Student Engagement) opportunities offered to students.	9/17	4.79 %

Instructional Superintendent Approval :  No  Yes | Approval Date :

[Only assigned Principal/Vice Principal can save changes]

## B. Action Plan

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 1</b>	Detail the action: YMS will increase student reading comprehension in ELA as measured by the SBAC, DRP, FUSD Interim Assessments, and YMS Common Assessments. Yosemite will implement a comprehensive literacy program, with an emphasis on students scoring significantly below grade level reading as measured by the SBAC, DRP, and FUSD Interim Assessments. Yosemite will implement school-wide reading strategies. We will utilize core and plus classrooms for targeting 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, and metacognitive strategies.		
SQII Element: ELA (SBAC)	SQII Sub-element(s): 2 – Standard Met/Exceeded #5926 1 – Standard Not Met/Nearly Met #6142	Site Growth Target: 10%	Vendor (contracted services)
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
Write a SMART Goal to address each data point: <ol style="list-style-type: none"> <li>By Fall of 2017, YMS will increase the percentage of students scoring Meets or Exceeds Standards as measured by SBAC from 14.51% in Fall 2015 to a target of 24%.</li> <li>By Fall of 2017, YMS will decrease the percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA SBAC from 82.18% to a target of 72%.</li> <li>By Spring 2017, YMS will decrease the percentage of student scoring significantly below on DRP from 48.19% in 2015-16 to a target of 38%.</li> <li>By Spring of 2017, YMS will increase the percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment (FUSD Interim 1) from 20.24% in 2015-16 to a target of 30%.</li> </ol>			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) <ul style="list-style-type: none"> <li>SBAC Assessment - ELA</li> <li>Interim Assessments include:                             <ul style="list-style-type: none"> <li>FUSD Interim ELA Assessment</li> </ul> </li> </ul>		Owner(s)  Principal, VP, Teachers  Principal, VP, ELA Teachers	Timeline  August 2016  FUSD Interim - 3 times a year

<ul style="list-style-type: none"> <li>○ DRP Assessment</li> </ul>	Principal, VP, ELA,HSS, SCI Teachers	DRP – 1 time a year
<ul style="list-style-type: none"> <li>● Common Assessments in ELA</li> </ul>	Principal, VP, ELA,HSS, SCI Teachers	YMS Common Assessments Quarterly
<ul style="list-style-type: none"> <li>● Instructional Practice Guide</li> </ul>	Principal, VP, GLA	Weekly
<ul style="list-style-type: none"> <li>● High School Readiness Indicator for students receiving D’s and F’s in ELA #6339</li> </ul>	Principal, Counselor	Every 6 weeks (Progress Reports and Quarter Grades)
<ul style="list-style-type: none"> <li>● Common Assessment Binders (ELA, HSS, SCI) shared in ILT</li> </ul>	Principal, ILT	Quarterly
<ul style="list-style-type: none"> <li>● Data Chats                         <ul style="list-style-type: none"> <li>○ AC Data Chats utilizing Content Data Binders</li> <li>○ Individual Data Chats utilizing Content Data Binders</li> </ul> </li> </ul>	Principal, VP, GLA, Teachers (ELA, HSS, SCI)	Quarterly
<ul style="list-style-type: none"> <li>● Data Chats based on Equity and Access Theory of Change                         <ul style="list-style-type: none"> <li>○ SBAC – ELA</li> </ul> </li> </ul>	Principal, VP	August 2016
<ul style="list-style-type: none"> <li>○ FUSD Interim Data Chats analyzed by VP</li> </ul>	Principal, VP	FUSD Interim - 4 times a year (EOY 15-16, 3 interims 16-17)
<ul style="list-style-type: none"> <li>○ DRP Data Chats analyzed by GLA</li> </ul>	Principal, GLA	DRP – 2 times a year (EOY 15-16, 1 administration)
<ul style="list-style-type: none"> <li>○ High School Readiness analyzed by Academic Counselor</li> </ul>	Principal, Academic Counselor	Monthly

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

- 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, DRP, 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 related professional learning:*

## Challenging Content (IPG):

- Read Reading Nonfiction: Notice and Note Stances, Signposts, and Strategies (Beers & Probst) and Rigorous Reading (Fisher & Frey) as Staff to build teacher capacity around reading strategies. Staff will commit to utilizing strategies for close reading. (Example - YMS common annotation techniques) – (24/80 hour school hours)
- Buy Back (2 days) on State Standards (16/16 Back Buyback hours)
- ILT will read and present to teams learnings from TDQ Text Dependent Questions, Grades 6-12: Pathways to Close and Critical Reading (Fisher & Frey) (6/54 hours)
- Revisit complex talk, complex tasks, and complex text to address reading, writing, listening, and speaking standards (3/54 hours)
- Engage students in grade level state standards through the use of Scope and Sequence Planning, deconstructed standards, and use of progressions across grade levels (12/80 hour school hours)
- Engage students in higher levels of thinking reaching DOK 2, 3, and 4 using Webb's Depth of Knowledge (3/80 hour school hours)
- Additional AC time for teachers to utilize the Cycle of Continuous Improvement over Winter, Spring, and Summer Breaks through teacher stipends.
- iPL and PLUS training on State Standards modules and mini-tasks

## Ownership (IPG):

- Skillful Teacher – Ch 18. Learning Experiences (3/54)
- ILT will read and present to teams learnings from How to Teach Thinking Skills From Within the Common Core (Bellianca & Fogerty) (6/ 54 hours)

## Improving Every Day (IPG):

- Accountable Communities analysis of common formative assessments on State Standards (9/80 hour school hours)



- Teachers will read parts of Checking for Understanding (Fisher & Frey) to make sure formative assessment is a part of every lesson every day. (6/54 hours)

Additionally:

- ELA department sharing best practices with staff
- On-going training in FUSD Instructional Commitments in IPL and site
- Admin professional learning on understanding and implementation Equity and Access Theory of Change
  - Logistics and Operations
  - Curriculum and Instruction
  - Professional Learning
  - Supervision and Evaluation

*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 PLUS 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 digital literacy in the classroom) for ELA, HSS, and SCI to support technology needs for new adoption for continued implementation of State Standards.
- After school tutoring for students through ASP and extra pay contracts (targeting D and F students in ELA and Math)

*Specify additional targeted actions for EL students:*

- EL students scoring significantly below grade level reading will meet in flexible intervention groups through PLUS teachers every other week until they reach a DRP to trigger redesignation.
- EL student progress monitoring for redesignation; data chats and goal setting with students for CELDT and DRP

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries					1,291
1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries					16,738
1	1	Title 1 Basic	Instruction	Materials & Supplies					15,651
1	1	EL	Instruction	Materials & Supplies					20,000
1	1	Sup & Conc	Instruction	Materials & Supplies					7,125
1	1	Title 1 Basic	Parent Participation	Materials & Supplies					2,000
<b>Total</b>									<b>\$62,805</b>

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 2</b>	<p><i>Detail the action: 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. Yosemite will utilize core and plus classrooms for targeting intervention students. 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.</i></p>		
SQII Element: Math (SBAC)	SQII Sub-element(s): 2 – Standard Met/Exceeded#6169 1 – Standard Not Met/Nearly Met #6160	Site Growth Target: 10%	Vendor (contracted services)

<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>		
<p><i>Write a SMART Goal to address each data point:</i></p> <ol style="list-style-type: none"> <li>By Fall of 2017, YMS will increase the percentage of students scoring Meets or Exceeds Standard as measured by SBAC from 9% in Fall 2015 to a target of 19%.</li> <li>By Fall of 2017, YMS will decrease the percentage of students scoring Standard Not Met or Standard Nearly Met on the math SBAC from 91.02% Fall 2015 to a target of 81% Fall 2017.</li> <li>By Spring of 2017, YMS will increase the percentage of students scoring Standard Met or Standard Exceeded on the Math Common Formative Assessment (FUSD Interim 1) from 0.6% in 2015-16 to a target of 20%.</li> </ol>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> <li>SBAC Assessment - Math</li> <li>Interim Assessments include:                             <ul style="list-style-type: none"> <li>FUSD Interim Math Assessment</li> <li>Common Assessments in Math</li> </ul> </li> <li>Instructional Practice Guide</li> <li>High School Readiness Indicator for students receiving D's and F's in Math #6339</li> <li>Common Assessment Binders (Math) shared in ILT</li> <li>Data Chats                             <ul style="list-style-type: none"> <li>AC Data Chats utilizing Content Data Binders</li> <li>Individual Data chats utilizing Content Data Binders</li> </ul> </li> </ul>		<p><i>Owner(s)</i></p> <p>Principal, GLA, Teachers</p> <p>Principal, GLA, Math Teachers</p> <p>Principal, GLA, Math Teachers</p> <p>Principal, VP, GLA</p> <p>Principal, Counselor</p> <p>Principal, ILT</p> <p>Principal, VP, GLA, Math Teachers</p>	<p><i>Timeline</i></p> <p>August 2016</p> <p>FUSD Interim - 3 times a year</p> <p>YMS Common Assessments Quarterly</p> <p>Weekly</p> <p>Every 6 weeks (Progress Reports and Quarter Grades)</p> <p>Quarterly</p> <p>Quarterly</p>

<ul style="list-style-type: none"> <li>• Data Chats based on Equity and Access Theory of Change             <ul style="list-style-type: none"> <li>○ SBAC – Math analyzed by GLA</li> <li>○ FUSD Interim Data Chats analyzed by GLA</li> <li>○ High School Readiness analyzed by Academic Counselor</li> </ul> </li> </ul>	<p>Principal, GLA</p> <p>Principal, GLA</p> <p>Principal, Academic Counselor</p>	<p>August 2016</p> <p>FUSD Interim - 4 times a year (EOY 15-16, 3 interims 16-17)</p> <p>Monthly</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>• Weekly grade reports will be sent home to parents on student progress</li> <li>• Parent Coffee Hours will include overview of math concepts to be conducted by Goal 2 specialist in two languages.</li> </ul>		
<p><i>Describe related professional learning:</i></p> <p>Challenging Content (IPG):</p> <ul style="list-style-type: none"> <li>• Read, annotate, and discuss <u>Engaging Minds in Science and Math Classrooms: The Power of Joy</u> (Brunsell &amp; Fleming) and related ASCD Articles from Educational Leadership on best practices for mathematics as team to build teacher capacity around mathematical practices and strategies.(24/80 hour school hours))</li> <li>• Buy Back (2 days) on State Standards (16/16 Back Buyback hours)</li> <li>• ILT will read and present to teams learnings from <u>TDQ Text Dependent Questions, Grades 6-12: Pathways to Close and Critical Reading</u> (Fisher &amp; Frey) (6/54 hours)</li> <li>• Mathematics as an academic literacy which includes reading and writing about mathematics - Revisit complex talk and complex tasks to address reading, writing, listening, and speaking standards (3/54 hours)</li> <li>• Engage students in grade level state standards through the use of Scope and Sequence Planning, deconstructed standards, and use of progressions across grade levels (12/80 hour school hours)</li> <li>• Engage students in higher levels of thinking reaching DOK 2, 3, and 4 using Webb’s Depth of Knowledge (3/80 hour school hours)</li> <li>• Additional AC time for teachers to utilize the Cycle of Continuous Improvement over Winter, Spring, and Summer Breaks through teacher stipends.</li> <li>• iPL and PLUS training on Math State Standards modules and mini-tasks</li> </ul> <p>Ownership (IPG):</p> <ul style="list-style-type: none"> <li>• Skillful Teacher – Ch 18. Learning Experiences (3/54)</li> </ul>		

- ILT will read and present to teams learnings from How to Teach Thinking Skills From Within the Common Core (Bellianca & Fogerty) (6/ 54 hours)

Improving Every Day (IPG):

- Accountable Communities analysis of common formative assessments on State Standards (9/80 hour school hours)
- Teachers will read parts of Checking for Understanding (Fisher & Frey) to make sure formative assessment is a part of every lesson every day (6/54 hours)

Additionally:

- Math department sharing best practices with science department
- On-going training in FUSD Instructional Commitments in IPL and site
- Admin professional learning on understanding and implementation Equity and Access Theory of Change
  - Logistics and Operations
  - Curriculum and Instruction
  - Professional Learning
  - Supervision and Evaluation

*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 reteaching will remain with core teacher for reteaching 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.
- 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.
- After school tutoring for students through ASP and extra pay contracts (targeting D and F students in ELA and Math)

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries					8,927
2	1	Title 1 Basic	Instruction	Materials & Supplies					10,000
								Total	\$18,927

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 3</b>	<p><i>Detail the action: 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 schoolwide improvements and brainstorming sessions for specific intervention students; and cross-curricular team meetings for intervention students. Admin 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.</i></p>		
SQII Element: Suspension	SQII Sub-element(s): 1 – Suspension Rate #6109 4 – Behavior Growth #5959		Site Growth Target: -5% Vendor (contracted services)
<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data	<input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context
<p>Write a SMART Goal to address each data point:</p> <ol style="list-style-type: none"> <li>By Fall of 2017, YMS will decrease the number and percentage of students who have been suspended and/or expelled by 25% from EOY 14-15 at 16.55% to as of Mar 2015-16 at 7%, to EOY 2016-17 to a target of 7%.</li> <li>By Fall 21017, YMS will increase the number and percentage of students who had at least 1 suspension in the previous semester and have not had a suspension in the current semester from EOY 2014-15 at 39.47% to Mar 2015-16 at 80% to a target of 60%.</li> <li>By Fall of 2017, YMS will decrease the percentage of students with one or more Out of School Suspension from EOY 14-15 at 16.49% (107/649) to as of Mar 2015-16 at 6.65% (45/677), to EOY 2016-17 to a target of 10%.</li> </ol>			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)		Owner(s)	Timeline

<ul style="list-style-type: none"> <li>• Suspension Data                             <ul style="list-style-type: none"> <li>○ Weekly Analysis</li> <li>○ Monthly Analysis</li> </ul> </li> </ul>	VP Principal, VP	Weekly Monthly
<ul style="list-style-type: none"> <li>• Data Chat Equity and Access Theory of Change - Suspensions analysis by VP</li> </ul>	Principal, VP	Monthly
<ul style="list-style-type: none"> <li>• SEL Survey results analysis</li> </ul>	VP, Psych, Safe and Civil Team	Annually
<ul style="list-style-type: none"> <li>• Teacher referrals</li> </ul>	Principal, Transition Teacher, Safe and Civil, School Psychologist	Monthly
<ul style="list-style-type: none"> <li>• Misbehaviors in ATLAS</li> </ul>	Principal/VP	Daily/Weekly
<ul style="list-style-type: none"> <li>• Admin Sweeps in classrooms using CHAMPS rubric for system wide implementation</li> </ul>	Principal, VP, GLA	August & September 2016
<ul style="list-style-type: none"> <li>• Intervention Meetings (identification of students, interventions determined, progress, growth)</li> </ul>	Psychologist	Twice a Month
<ul style="list-style-type: none"> <li>• Good Behavior Identification (No Suspensions or Transitions)</li> </ul>	VP, Transition Teacher	Quarterly
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>• Parents will be contacted if a teacher sends a referral in for a student</li> <li>• Face to face meetings with parents will occur after a student receives two referrals within a month</li> <li>• Social Worker will be available to connect families with additional supports</li> </ul>		

- 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 Schl/Ext Day Lead to provide parents with oral and written information in two languages when needed.

*Describe related professional learning:*

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; YMS Retreat (Lodging, meals, travel) (24/80 hour school hours)
- Capturing Kids Hearts - Engaging Students, 4 Questions, Social Contract (8/80 hour school hours)
- Restorative Practices Training - Class Meeting Circles, Restorative Meetings (3/54 hours)
- Second Step - Behavioral Strategies for Students (3/54 hours)
- Why Try Training for para-educators and SDC teachers through use of substitute teachers
- Engaging Students with Poverty in Mind (4/80 hour school hours)
- 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

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

*Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):*

- All classrooms will implement CHAMPS, Capturing Kids Hearts, and Restorative Practices at the beginning of the year to each class through direct instruction and throughout the year. Students will learn CHAMPS structures as seen in teacher posters, projections embedded within lessons, and heard through repetition of the teacher in classroom and in cafeteria.
- All students will attend and participate in weekly classroom meetings (Yosemite Connect) created and monitored by Safe & Civil Team.



- All students with 2 or more suspensions will take place in after school social emotional skill building with SESS and/or psychologist.
- Psychologist will meet with students receiving multiple referrals and/or suspensions to counsel, connect with, and coordinate services as needed for student and family.
- Incentives will be provided for students reducing their referral/suspension percentage
- COST Model utilized to implement and monitor student support services. Student support services include 1:1 counseling, small group counseling, crisis management and intervention, behavior support contracts, and attendance support

*Specify additional targeted actions for EL students:*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	2	Sup & Conc	Psychological Services	Certificated Pupil Support-Regular	Psychologist, School	0.4000			51,428
3	2	Sup & Conc	Instruction	Materials & Supplies					5,000
								Total	\$56,428

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 4</b>	<p><i>Detail the action: YMS will increase the attendance 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.</i></p>		
<p><i>SQII Element:</i> Chronic Absenteeism</p>	<p><i>SQII Sub-element(s):</i> 1 – Chronic Absenteeism Rate #5942 3 – Attendance Growth #5959 4 – Attendance Retention #5963</p>		<p><i>Site Growth Target:</i> 2%  <i>Vendor (contracted services)</i></p>
<p><input type="checkbox"/> New Action    <input checked="" type="checkbox"/> On-going</p>		<p><i>Reasoning:</i>    <input type="checkbox"/> Data    <input type="checkbox"/> Research-based    <input type="checkbox"/> Local Knowledge/Context</p>	
<p><i>Write a SMART Goal to address each data point:</i></p>			

1. By Spring 2017, the number and percentage of students who are chronically absent (attendance rate of 90% or less) will decrease from EOY 2014-15 16.95% to Winter 2015-16 at 10.67% to a target of 10%.
2. By Spring 2017, the number and percentage of students who are chronically absent at the end of the previous semester who are no longer chronically absent in the current semester will increase from EOY 2014-15 11.25% to Winter 2015-16 at 13.04% to a target of 15%.
3. By Spring 2017, the number and percentage of students who had greater than 90% attendance the previous semester and have maintained greater than 90% attendance during the current semester will increase from EOY 2014-15 93.2% to Winter 2015-16 at 98.46% to a target of 98%.

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

- 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 (A2A)
- ATLAS Entries
- Site COST Meetings Monthly

*Owner(s)*

SESS  
Principal, SESS  
SESS  
SESS, Academic Counselor  
SESS

*Timeline*

Weekly  
Monthly  
Weekly  
Daily  
Monthly

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

- Conduct regular Attendance (A2A) parent conferences.
- Home visitations by Spanish speaking After school/Ext Day Leads
- 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

*Describe related professional learning:*

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

- 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. (3/54 hours)
- District SESS Meetings (job embedded SESS)
- District Counselor Meetings (job embedded Counselor)

*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, behavior, 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
- Implement Men’s Alliance
- Student Success Contracts
- Goal 2 Specialist working with At-Risk students to connect them to school

*Specify additional targeted actions for EL students:*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	2	Sup & Conc	Instruction	Materials & Supplies					1,000
Total									\$1,000

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 5</b>	<p><i>Detail the action: YMS EL Plan to reduce the number of long term EL students by increasing the number of students re-designating based on CELDT and DRP. Yosemite will implement a comprehensive literacy program, with an emphasis on EL students scoring significantly below grade level reading as measured by the CELDT and DRP 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.</i></p>		
SQII Element: EL Redesignation	SQII Sub-element(s): 1 – English Proficiency Growth #6017 4 – LTEL Redesignation #4774 3 – Borderline to Redesignation Within 365 Days #5968	Site Growth Target: 10% Redesignation	Vendor (contracted services)
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<p><i>Write a SMART Goal to address each data point:</i></p> <ol style="list-style-type: none"> <li>By Spring 2017, the number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments will increase from EOY 2014-15 23.4% to Winter 2015-16 at 59.45% to a target of 65%.</li> <li>By Spring 2017, the number and percentage of Long Term EL students redesignated will increase from EOY 2014-15 15.92% to Winter 2015-16 at 17.51% to a target of 27%.</li> <li>By Spring 2017, the number and percentage of English Learner students identified as meeting borderline criteria for redesignation at the end of spring semester and are redesignated within 365 days will increase from EOY 2014-15 36.17% to Winter 2015-16 at 17.14% to a target of 40%.</li> </ol>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> <li>CELDT Aug/Sept 2016 Administration</li> <li>DRP administration</li> <li>R-FEP Monitoring</li> <li>Common Assessment Data of EL Students in ELA</li> </ul>		Owner(s)  GLA  VP  GLA  GLA, Teachers	Timeline  Aug 2016 –October 2016  Annually  After CELDT results, then after DRP results  Quarterly

<ul style="list-style-type: none"> <li>• Data Chat on Equity and Access Theory of Change – English Learners analysis by GLA</li> </ul>	Principal, GLA	Quarterly
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>• Parent Coffee Hour to include education of DRP and CELDT assessments, timelines, and importance of Redesignation</li> <li>• Translation of information and services to parents through Bilingual After school/Ext Day Leads</li> <li>• Goal 2 Specialist working with EL Families in connecting families to school</li> <li>• ELAC</li> </ul>		
<p><i>Describe related professional learning:</i> Challenging Content and Every Student:</p> <ul style="list-style-type: none"> <li>• State Standards ELA/ELD for all staff (3/54 hours)</li> <li>• 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 or 2 on CELDT. (Substitute Teacher or Summer PL for SDC teacher(s))</li> <li>• CELDT, CELDT levels, identification of students who are EL, the re-designation process, R-FEP, and instructional strategies for working with EL's. (1.5/54 hours)</li> <li>• Training for ELD teacher in strategies for building vocabulary, assisting students in understanding text structures, using anticipation guides, graphic organizers and think alouds. (Substitute teacher for ELD teacher and job embedded with EL coaches)</li> <li>• 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 (3/54 overlaps with ELA best practices)</li> </ul>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i> See below (targeted actions for EL students)</p> <p><i>Specify additional targeted actions for EL students:</i></p> <ul style="list-style-type: none"> <li>• EL students scoring significantly below grade level reading will meet in flexible intervention groups through PLUS teachers every other week until they reach a DRP to trigger redesignation.</li> <li>• EL student progress monitoring for redesignation; data chats and goal setting with students for CELDT and DRP</li> <li>• All long term EL students will be heterogeneously placed in classrooms with EO's for access to grade level state standards.</li> <li>• New EL students may be placed in Dual Immersion classes.</li> </ul>		

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	3	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Lead, After Schl/Ext Day	0.4000			21,912
5	3	EL	Parent Participation	Classified Support-Regular	Lead, After Schl/Ext Day	0.3751			12,489
5	3	EL	Parent Participation	Classified Support-Regular	Lead, After Schl/Ext Day	0.6000			32,868
5	3	EL	Instruction	Other Classified-Extra Time					1,045
5	3	Title 1 Basic	Parent Participation	Classified Support-Supplemental					587
5	3	EL	Instruction	Materials & Supplies					14,056
5	3	EL	Instruction	Local Mileage					500
5	3	EL	Instruction	Direct-Other (Dr)					2,100
								<b>Total</b>	<b>\$85,557</b>

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 6</b>	<p><i>Detail the action: 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 or 1<sup>st</sup> 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.</i></p>		
SQII Element: Student Engagement	SQII Sub-element(s): 3 – Disproportionality #5944	Site Growth Target:	Vendor (contracted services)
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context		
<p><i>Write a SMART Goal to address each data point:</i></p> <ol style="list-style-type: none"> <li>By Spring 2017, the number and percentage of unduplicated students not engaged in any Goal 2 activities who are more than 10% negatively disproportionate will decrease from EOY 2014-15 32.6% to a target of 10%.</li> <li>By Spring 2017, YMS will increase the percentage of students involved in Goal 2 activities from 2015-16 at 88% (598/677) to a target of 93%.</li> </ol>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> <li>YMS Goal 2 Calendar of Events</li> <li>Goal 2 Enrollment by all students</li> <li>Goal 2 Enrollment by students with misbehaviors/suspensions</li> <li>Transition Data</li> </ul>		Owner(s)	Timeline
		Principal, Goal 2 Classified	June 2016
		Athletic Director & Goal 2 Classified	Monthly
		Goal 2 Classified, VP	Monthly
			Monthly

<ul style="list-style-type: none"> <li>• Suspension Data</li> <li>• YMS Activities Calendar Enrollments per quarter</li> <li>• Data Chat Equity and Access Theory of Change – Goal 2 Engagements analysis by Goal 2 classified</li> </ul>	VP, Transition Teacher, School Psychologist  VP  Goal 2 Classified  Principal, Goal 2 Classified	Monthly  Quarterly  Monthly
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>• Parent attendance at various activities of students</li> <li>• Parent Coffee Hour to inform parents of school activities</li> <li>• School Messenger to parents to communicate school activities</li> <li>• Flyers home to parents listing activities and important information about the school</li> <li>• Translation of information and services to parents through Bilingual Home School Liaison</li> <li>• PIQE</li> <li>• Parent Counseling Groups</li> </ul>		
<p><i>Describe related professional learning:</i></p> <p>Culture of Learning and High Expectations (IPG):</p> <ul style="list-style-type: none"> <li>• FUSD Climate Culture Meetings (Climate Culture Director and Goal 2 Classified Substitutes needed – job embedded through FUSD)</li> <li>• FUSD Athletic Director Meetings (Athletic Director Substitutes needed – job embedded through FUSD)</li> <li>• WEB Training (Climate Culture Director/Leadership Teacher Substitutes needed)</li> <li>• Staff will revisit <u>Engaging Students with Poverty in Mind</u> to understand that engaged students that have a positive relationship with the teacher (CHAMPS and CKH) will attend school. (3/54 overlaps hours)</li> </ul> <p>Challenging Content (IPG):</p> <ul style="list-style-type: none"> <li>• Content Area PL for non-core teachers in area of Leadership, Men’s Alliance, and Women’s Alliance</li> </ul>		



*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)
- Implement WEB at Yosemite
- 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.

*Specify additional targeted actions for EL students:*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	3	Sup & Conc	Instruction	Materials & Supplies					20,000
								Total	\$20,000

C.1. Budget – Allocations and Planned Expenditures

*(Insert Budget Report)*

D.1. Centralized Services - No Centralized Services are utilized at this time.

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2016/17

Yosemite - 0505

**ON-SITE ALLOCATION**

3010	Title I	\$46,267 *
7090	LCFF Supplemental & Concentration	\$115,392
7091	LCFF for English Learners	\$83,058
		\$244,717
<b>TOTAL 2016/17 ON-SITE ALLOCATION</b>		<b>\$244,717</b>

\* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,251
Remaining Title I funds are at the discretion of the School Site Council	\$45,016
Total Title I Allocation	\$46,267

Note: LCFF Library Materials/Unit 7099 funds are now included in Additional Library Supplies/Unit 0625 and given to the school to be prioritized by the Librarian.

## 2016-2017 Budget for SPSA/School Site Council

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

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Subs				1,291.00
1	1	Title 1 Basic	Instruction	Teacher-Supp				16,738.00
1	1	Title 1 Basic	Instruction	Mat & Supp				15,651.00
1	1	Title 1 Basic	Parent Participation	Mat & Supp				2,000.00
1	1	Sup & Conc	Instruction	Mat & Supp				7,125.00
1	1	EL	Instruction	Mat & Supp			:	20,000.00
2	1	Title 1 Basic	Instruction	Mat & Supp			:	10,000.00
2	1	Sup & Conc	Instruction	Teacher-Supp				8,927.00
3	2	Sup & Conc	Instruction	Mat & Supp			:	5,000.00
3	2	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.400		51,428.00
4	2	Sup & Conc	Instruction	Mat & Supp			:	1,000.00
5	3	Title 1 Basic	Parent Participation	Cls Sup-Sup				587.00
5	3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Lead, After Schl/Ext Day	0.400		21,912.00
5	3	EL	Instruction	Oth Cls-Extr				1,045.00
5	3	EL	Instruction	Mat & Supp				14,056.00
5	3	EL	Instruction	Local Mileag				500.00
5	3	EL	Instruction	Direct-Other				2,100.00
5	3	EL	Parent Participation	Cls Sup-Reg	Lead, After Schl/Ext Day	0.600		32,868.00
5	3	EL	Parent Participation	Cls Sup-Reg	Lead, After Schl/Ext Day	0.375		12,489.00
6	3	Sup & Conc	Instruction	Mat & Supp			:	20,000.00
<b>\$244,717.00</b>								

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$46,267.00
Sup & Conc	7090	\$115,392.00
EL	7091	\$83,058.00
<b>Grand Total</b>		<b>\$244,717.00</b>

Domain Totals	Budget Totals
Academic	\$81,732.00
Culture & Climate	\$105,557.00
Social/Emotional	\$57,428.00
<b>Grand Total</b>	<b>\$244,717.00</b>

E.1. Assurances



The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees received 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 educationally disadvantaged students, students with disabilities, gifted and talented students, English Learners, and migrant students.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent Involvement Policy and the Parent-School Compact.
Strategies to improve students' achievement, meet measurable objectives, provide high quality professional development, and support struggling students use scientifically-based research. The reforms provide opportunities for all students to meet State Standards by implementing the Common Core, extending learning time, and supporting grade-level and school-level student transitions.
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 for annual approval by the Board of Education.

E.2. 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 - Emily Barcelos</b>		X			
3. <b>Debbie Downs</b>		X			
4. <b>Christina Viar-Jolliff</b>			X		
5. <b>Katherine Calderwood</b>		X			
6. <b>Demitri Jackson</b>					X
7. <b>Emmajin Yang</b>					X
8. <b>Michael Torres</b>					X
9. <b>Felipe Marcelino</b>				X	
10. <b>Karla Dominguez</b>			X		
11. <b>Ramona Alicia</b>				X	
12. <b>Evelyn Ceballos</b>				X	
13.					
14.					
15.					
<input type="checkbox"/> <b>ELAC operated as a school advisory committee.</b>		<input type="checkbox"/> <b>ELAC voted to fold into the SSC - Date _____.</b>			

<b>Title I School Site:</b>
<input type="checkbox"/> This site operates as a non-Title I school.

E.3. Required Signatures

<b>School Name:</b> Yosemite Middle School			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance and consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	Nichole Horn		March 31, 2016
SSC Chairperson	Emily Barcelos		March 31, 2016

E.4. Addendum – Attach Site Parent Involvement Policy/Compact/SSC Bylaws