Yosemite Middle

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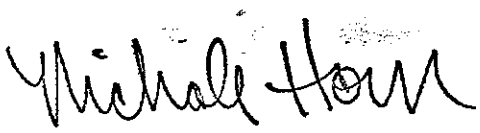
Principal's Name: Nicole Horn

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

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District Goals	
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students' education

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

Consolidated Program Assurances

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Nichole Horn	X				
2. Chairperson – Ted Januse		X			
3. Secretary – Stephanie Gutierrez		X			
4. DAC – Maria Gonzalez				X	
5. Florencia Hernandez				X	
6. D'Angelina Path					X
7. Darian Mep					X
8. Rosemary Hildago				X	
9. Sonya Sultan		X			
10. Cody Rodriguez		X			
11. Karla Dominguez			X		
12. Jakaila Franklin					X
13.					
14.					
15.					

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

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	**Print Name Below**	**Signature Below**	**Date**
Principal	**Nichole Horn**	Nichole Horn	4/4/24
SSC Chairperson	Ted Janose	Ted Janose	4/5/24

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

Assurances for Comprehensive Support and Improvement Schools (CSI)

- Supervisor and/or CSI Designee(s) provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
  - Utilization of evidence-based strategies aligned to state identification.
  - Utilization of CSI Best Practices (Fundamentals).

- Principal/Site Leadership/Site Staff connect with Supervisor, CSI Designee(s), department representatives, and/or community partners in alignment with schools' area(s) of focus/need, work in tandem with the site team as a Professional Learning Community (PLC):
  - School site/team works to complete a root cause analysis and determine areas of focus.
  - School site/team works to identify actions and metrics as part of the site leaders 6-8-week plan.
  - School site/team learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify any additional needs to share with Supervisor for feedback and support to accelerate progress.
  - CSI Designee(s) assigned to school site to support CCI data monitoring.
  - Additional resources available in a "menu of options" to access as needed in collaboration with the school site team.

- School Supervisor conducts Level 3 Supports:
  - Baseline Services as described in Level 1
    - Coaching and targeted progress monitoring
    - Learning Lab Support
    - CCI sessions (3)
  - Additional Level 3 CSI Specific Supports
    - Targeted coaching and targeted progress monitoring
    - Sustained 6-week action guidance
    - CSI review/support team (Principal/Site Leadership/Site Staff)

- Resources and expertise provided to CSI site for deployment to best meet the needs of the individual school sites based upon CSI eligibility (dashboard indicators).
  - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.

- Professional learning for site leaders and teachers focused on CSI eligibility (dashboard indicators).

- Resources and/or Professional Learning provided to school sites:
  - Culturally Proficient Learning Communities, book(s)
  - i-Ready Teacher Toolbox (supporting differentiate instruction)
  - Restorative Practices New/Refresher Course(s)

Yosemite Middle 2024-2025 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (English Learner)	✔		33 %	2023-2024	34.1 %
SBAC ELA - Average distance from standard	✔	-55 pts	-80 pts	2023-2024	-65 pts
SBAC ELA - Average distance from standard (English Learner)	✔		-118 pts	2023-2024	-103 pts
SBAC ELA - Average distance from standard (Hispanic)	✔		-85.2 pts	2023-2024	-70.2 pts
SBAC ELA - Average distance from standard (Socioeconomically Disadvantaged)	✔		-82.1 pts	2023-2024	-67.1 pts
SBAC ELA - Average distance from standard (Students w/ Disabilities)	✔		-171.8 pts	2023-2024	-156.8 pts
SBAC ELA - percentage of students met/exceeded standard	✔	34 %	21.4 %	2023-2024	22.5 %
SBAC Math - Average distance from standard	✔	-113 pts	-121.8 pts	2023-2024	-106.8 pts
SBAC Math - Average distance from standard (English Learner)	✔		-157.6 pts	2023-2024	-142.6 pts
SBAC Math - Average distance from standard (Hispanic)	✔		-127.7 pts	2023-2024	-112.7 pts
SBAC Math - Average distance from standard (Socioeconomically Disadvantaged)	✔		-124.2 pts	2023-2024	-109.2 pts
SBAC Math - Average distance from standard (Students w/ Disabilities)	✔		-209 pts	2023-2024	-194 pts
SBAC Math - percentage of students met/exceeded standard	✔	15 %	13.9 %	2023-2024	15 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

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

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

ELA& Math

ELA & Math

1. PLC's working together to plan common units of study, lessons, and assessments. Data and student work analysis utilizing the questions and the data analysis protocol.

2. Goal Setting for students in all core classrooms.

3. Data chats with students to progress monitor their learning and create short and long terms goals.

4. Tracking student assessment data throughout the year in core contents along with student groups of English Learners, student with disabilities, African Americans, Socioeconomically disadvantaged students, and Hispanic students..

5. Utilization of IAB's, FIAB's, and CFA's to progress monitor and drive instruction

6. Tutoring and intervention time

7. Implementation of Keystone Pedagogies from Lab School in all content areas

8. Implementing PLI strategies

9. Utilizing instruction and assessment platforms such as Illuminate, Nearpod, Desmos, BrainPop, etc...

10. Deconstructing SBAC claims and targets and embedding question stems into instruction

11. Implementation of MLD in Math Classrooms

12. MLD Coaching cycles in math

EL Reclassification

1. All items above in ELA & Math

2. Goal Setting for students.

3. Consistent, intentional opportunities for students to practice language skills such as reading, writing, speaking, and listening

4. Data chats with EL students before ELPAC testing

5. ELPAC practice

6. ELD designated within ELA classes. ELD integrated throughout school day.

7. Monitor EL progress towards redesignation.

1.Planning Days to review student data, deconstruct SBAC Claims and Targets, and planning based on the data didn't happen due to lack of subs.

2. PLC's inconsistent due to teachers illnesses/leave, including COVID, and coaching.

3. Challenges on getting support from all parents

4. Student Goal Setting and monitoring of IAB's and CFA's was not done consistently by all teachers

5. Teacher shortage - 1 FTE- teacher resigned mid year and left class with long term sub for remainder of year.

EL Reclassification

1. Lab School was not supported through EL Services

2. More PL needed for EL support in Integrated and Designated ELD Lessons within content areas

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

1. PL and PLC inconsistent due to teacher absences/leave and coaching.

2. Funds allotted for subs for planning days were transferred to materials for students as subs were inconsistent

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

1. Consistent Professional Learning for all staff and individualized professional learning based on teacher need
2. On campus events for parents
3. Develop a comprehensive lunchtime and after school tutoring system utilizing extended day coordinator.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

Field trips by department as a reward for high performance

Use of classroom planners in all classes

Reteach use of pedagogies to all staff

Increase parent engagement in DI program

Increase number of computers in class as loaners

Teach how to answer questions for each type of test

Increase conferences for failing students

ELPAC warm up questions in classes

Utilize common prep

2 ELAC:

Increase opportunities for parents to help kids at home.

Provide tutoring opportunities for parents to assist their students with reclassifying quicker.

Continue to:

- Increase use of high-quality text through reading, writing, and speaking
- CHAMPS
- Field trips to universities, rewards
- Student planners and goal setting
- Professional Learning Communities
- Professional Learning on best practices
- Conferences with students failing classes and struggling with behavior
- Use testing to make decisions on instruction
- Use iReady 45 minutes weekly
- Use keystone pedagogies in instruction
- Interventions for Long Term EL students
- Digital classrooms
- Flexible seating
- Tiered levels of support
- Dual Immersion program
- Purchase additional computers
- Access to library materials
- Planning time for teachers and co-teachers
- Use of GVC and MLD
- Before/After school tutoring
- LTEL interventions
- Integrated and Designated ELD programs
- ELPAC group/individual conferences

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

ELA

All: Increase use of incentives, both tangible and field trips. Increase scores through increased practice and study hall/intervention classes. PL for subject matter with activities to use in classroom.

Hispanic: Tutoring after school, tiered levels of support, clear communication with parents on grading.

EL: Practice examples from SBAC, focused small groups

Students with disabilities: Vocab Practice

SED:ease use of incentives, both tangible and field trips. Increase scores through increased practice and study hall/intervention classes. PL for subject matter with activities to use in classroom.

Math

All: Increase cross content, test taking practice, Classwork and tests that look and feel like SBAC, Incentive field trips, Universal strategies, Intervention Class, tutoring.

EL: Test examples in first language, Teach test taking skills, graphic organizers in multiple languages, practice in multiple languages

Hispanic: Pre-filled notes for modeling, Extra Support, Group Collaborations for students of similar backgrounds, Increase Problem solving skills, Math problems they can relate to, more opportunities for students to share strategies to collaborate, Incentive field trip

Students with disabilities: Inform parents of importance, Incentive field trip, Read aloud, break questions apart, example test

questions, IEP at a glance

SED: Increase cross content, test taking practice, Classwork and tests that look and feel like SBAC, Incentive field trips, 3 reads strategy, Intervention Class, tutoring.

Action 1

Title: Increase ELA/Literacy Achievement

Action Details:

Yosemite will increase student literacy in ELA as measured by the SBAC, IReady, FUSD Benchmarks, IAB's , ELPAC and CFA's. Yosemite will implement a comprehensive program through SpringBoard curriculum, Lab School informed instruction, PLC+ and PLI.

Tier 1:

- Students will work in challenging content on a high-quality text in all core classrooms.
- Students will learn the literacy of each content area academic demands through reading, writing, and speaking about the text.
- Students will work in an inclusive classroom environment with high expectations by the use of CHAMPS and Culturally proficient instructional strategies.
- Students will receive certificates, rewards, incentives, and/or incentive trips for grades, improvement, and increased effort.
- Teachers and counselors will goal set with all students for academics using student agendas.
- Teachers will provide differentiation of core instruction to address diverse student classroom needs.
- Teachers will focus on complex text, task, and talk that is aligned to the ELA/ELD Framework using the District Adopted Curriculum GVC Springboard.
- Teachers and leaders will receive professional learning; side by side processing, design and analysis; and coaching on Lift for designated ELD, PLI, PLC+, Teacher Clarity (Learning Intentions, Success Criteria, Relevance, Engagement, and Rigor), and using culturally proficient instruction for targeted student groups. (Teacher contracts when needed)
- Teachers, in collaboration with their PLC's, will continue to focus on developing, implementing, and analyzing CFA's routinely, including calendared IAB's and FIAB's.
- Teachers, in collaboration with their PLC's, will develop interventions for student who are not meeting targeted instruction via CFA's.
- Teachers, Leaders and SEL staff will provide appropriate academic and behavioral supports.
- Teachers and SEL staff will document behavior, academic, and social/emotional student needs to teachers, leaders, and student families.

Tier 2:

- Students will receive additional in-class support through the use of flexible grouping and blended learning PLI model.
- Students will be given opportunities for tutoring based on data to support student learning and growth. Parent and student communication of progress will be included.
- Teachers will be provided with supplemental contracts to participate in additional PLC planning time and PL.
- Teachers and Leaders will be intentional about monitoring data from subgroups illustrating proportionality (ie. Students with disabilities, Hispanic Students, socioeconomically disadvantaged students and English Learner Students) and including them in after school tutoring.
- SPED Teachers, Co-Teachers, and Leaders will work with Cross-Functional Team for professional learning, data analysis, side by side processing, coaching, and problem solving.
- Teachers, Leaders and SEL staff will provide appropriate academic and behavioral supports.
- SEL staff will provide documentation of behavior, and social/emotional student needs to teachers and leaders.

Tier 3:

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

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
SBAC Assessment Teachers will use SBAC, IABs and CFA's assessments to be strategic in their planning for complex text, task, and talk. Teachers will include the IReady program as a resource and intervention. Teachers will also analyze assessment data to determine any disproportionality and plan intervention using released practice questions as part of their success starter.	Teachers/Admin	August 2024 and Monthly in analyzing CFA data
IReady Assessments Teachers will include the IReady program as a resource and intervention by assigning students 45 minutes of practice per week. Additional training provided through curriculum associates.	Teachers, PLC's, and Admin	August2024, and weekly
Common Formative Assessments - Teachers create cfa's (e.g. common exit tickets) and CFA's (e.g. unit assessments, EA's) based on state standards, and scope and sequence. ELA will use common curriculum, lesson planning and learning targets when unpacking standards as well as using student work to calibrate proficiency. Core teachers will use question stems from claims and targets/released items for their CFA and success starters as appropriate.	PLC's, ILT, Admin	Weekly small cfa's Monthly CFA's
IPG: Admin will monitor the implementation of academic discourse which is reflected in the IPG. Academic literacy across the curriculum using claim, evidence and reasoning to focus on and promote challenging content and increase student reading level. Teachers will also use IPG's as part of their planning process.	Teachers, PLC's, ILT, Admin	Weekly
Quarterly data chats with all teachers and PLCs, on progress of all students, and focus students. Student achievement protocol for CFA analysis and student learning will be utilized. Teacher will share out successes and learning gaps for students and self. Also teachers will provide artifacts with examples of each level heading toward proficiency.	Teachers, Admin	Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
PLC's collaborate to create, evaluate, and analyze data to increase student performance and looking at next steps to promote comprehension at high levels. Also teachers will calibrate grades to be reflective of curriculum and assessments. Evidence of PLC collaboration via agendas and minutes will be provided to admin on a weekly basis.	Teachers, PLC Teams	Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Professional Learning for core teachers in Lab School (West Ed) in utilizing instructional strategies to increase literacy for all students. Data - Usage of Keystone Pedagogies in lessons, student artifacts brought to AC's to show various examples of student progress.	Teachers, PLC Teams, Admin, EL Services	Monthly Coaching and/or PL

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Professional Learning for history teachers in PLI, Personalized Learning Initiative. Goal is to continue increasing student discourse utilizing a digital platform for student collaboration. Data - Increased student discourse, IPG data	History Teachers, Admin	Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Professional Learning on Learning By Doing and PLC+ to increase the capacity and performance of PLC teams; on Cultural Proficiency to increase understanding of diverse student needs; on Teacher Clarity; and on Lift for Designated ELD. Teachers will also receive professional learning based on their needs, interests, and choice.	Teachers, Admin	District & YMS PL/PLC Dates

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Counselor will hold D and F chats with all students each quarter that have earned D's or F's during the quarter. These conferences will result in goal setting plans and guide students to supports to improve grades. Special attention to be focused on our disproportionate students (Students with disabilities, Hispanic Students, socioeconomically disadvantaged students and English Learner Students) to ensure progress. In addition, A4 team will hold weekly check-ins with African American students on grades, social emotional well being and make family connections.	Academic Counselors	Quarterly

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

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

- Students will utilize **digital resources and maintenance and repairs** in classrooms for flexible grouping. (Allocate for student computers, carts, tv/monitors, cords) (Utilize funds for **technology** and **furniture** for flexible groups).
- Students will receive school wide goal setting and progress monitoring of SBAC, IReady, ELPAC, and Grades to increase IPG tenet 1 culture of learning and 3 on student ownership. (Allocate for **incentives**)

- Students will receive **Student Planners** for goal setting, recording assignments, and for teacher-student-parent communication.
- Students will receive tutorials in collaboration with the parent(s) and teachers to decrease number of Ds and Fs in core classes and for students to exhibit evidence of growth mindset, self-efficacy and social awareness as pre IPG tenant 1 as well as increasing parent communication to include when students are receiving D's and F's in two or more classes. (Allocate for student planners, After School Coordinator-Connecting Parents, teacher and staff **supplemental contracts and subs**).
- Students to receive tiered levels of support. (Allocate for **PL, conferences, teacher stipends** for tutorials).
- Students will receive recognition for achievements and efforts (Allocate for student incentives, certificates, food items, medals, trophies, **busses**, reward activities and **trips**)
- Students will receive support from counselor when setting and monitoring goals, 6 year goal to include A-G details and applying for high school.
- Students in Dual Immersion will have Spanish Language Arts and History (7th)/Science (8th) in Spanish and the rest of their courses in English. (Allocate for **Spanish reading materials and subs** for teacher planning).
- Student will receive differentiated classroom instruction that is aligned to the Common Core State Standards, ELD Standards, and driven by the ELA/ELD Framework in all subject areas.
- Students in tier 2 and 3 will have additional supports outside of class (Allocate for **Co-ASP coordinator** to coordinate after school tutoring and parent communication. Local **mileage** for staff).
- Students will have access to library (Allocate for **books, online and print subscriptions,** computers, furniture for collaboration - group tables and chairs).
- Classroom **materials and supplies and graphics** including, but not limited to: clothes, backpacks, notebooks, paper, pencils, pens, markers, crayons, and other associated items, will be purchased to support instruction in all subject areas and intervention program needs.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of English Language Arts performance.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by providing additional reading materials, subs and professional learning time for teachers to improve instructional practices and provide for computers for in class working areas.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090/7091 funds we plan to support English learner students by providing subs and professional learning time for teachers to improve instructional practices, improve instructional spaces in the classrooms through improved furniture, increase incentives for improvement on CAASPP, provide materials for testing, improve testing resources, provide student planners to improve student buy in to learning.

4. Using CSI funds only: What are the planned expenses to support English learner students?

With CSI funds we plan to support English learner students by providing additional professional learning/conferences for teachers on increasing performance of EL students and providing additional supplies for classroom instruction.

5. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

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

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The Hispanic student population is performing at the lowest level in areas of English Language Arts performance.

The Students with Disabilities student population is performing at the lowest level in areas of English Language Arts performance.

The Socioeconomically Disadvantaged student population is performing at the lowest level in areas of English Language Arts performance.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support Socioeconomically Disadvantaged by providing additional reading materials, subs and professional learning time for teachers to improve instructional practices, as well as professional learning texts for teachers and leaders, and provide for computers for in class working areas.

With Title I funds we plan to support Hispanic by providing additional reading materials, subs and professional learning time for teachers to improve instructional practices, as well as professional learning texts for teachers and leaders, and provide for computers for in class working areas.

With Title I funds we plan to support Students with Disabilities by providing additional reading materials, subs and professional learning time for teachers to improve instructional practices, professional learning for co-teachers, as well as professional learning texts for teachers and leaders, and provide for computers for in class working areas.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090/7091 funds we plan to support Socioeconomically Disadvantaged students by providing subs and professional learning time for teachers to improve instructional practices, improve instructional spaces in the classrooms through improved furniture, increase incentives for improvement on CAASPP, provide materials for testing, improve testing resources, provide student planners to improve student buy in to learning.

With 7090/7091 funds we plan to support Hispanic students by providing subs and professional learning time for teachers to improve instructional practices, improve instructional spaces in the classrooms through improved furniture, increase incentives for improvement on CAASPP, provide materials for testing, improve testing resources, provide student planners to improve student buy in to learning.

- Concentrated intervention to meet FUSD Theory of Action for all EL students and LTEL/At-Risk students will be critical for ELD re designation and supports.
- Co-Teachers will plan side by side with Core Teacher utilizing IPG, ELA and ELD State Standards, Spring Board Curriculum, and CFA data to decrease the gaps of students with disabilities.
- Teachers will continue learning how to identify EL students and provide scaffolding for students to participate in or complete the task in order to build the knowledge and skills to be able to perform similar tasks independently in the future.
- Teacher will receive feedback on the IPG of instructional delivery on selected EL PL topics.
- An afterschool tutorial homework center will be provided to selected EL, Foster, and Economically Disadvantaged students to provide support and assistance with homework and tutoring.
- PL for teachers on how to effectively utilize ELD standards and integrate best practices for all students utilizing keystone pedagogies, and the Teaching and Learning Cycle.

With 7090/7091 funds we plan to support Students with Disabilities by providing subs and professional learning time for teachers to improve instructional practices, improve instructional spaces in the classrooms through improved furniture, increase incentives for improvement on CAASPP, provide materials for testing, improve testing resources, provide student planners to improve student buy in to learning.

4. Using CSI funds only: What are the planned expenses to support each student group?

With CSI funds we plan to support Socioeconomically Disadvantaged students by providing additional professional learning/conferences for teachers on increasing performance of EL students and providing additional supplies for classroom instruction, as well as online resources such as NearPod and Illuminate.

With CSI funds we plan to support Hispanic students by providing additional professional learning/conferences for teachers on increasing performance of EL students and providing additional supplies for classroom instruction, as well as online resources such as NearPod and Illuminate.

With CSI funds we plan to support Students with Disabilities by providing additional professional learning/conferences for teachers on increasing performance of EL students and providing additional supplies for classroom instruction, as well as online resources such as NearPod and Illuminate.

5. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Students with disabilities
  - Case managers will meet individually with students to discuss goals and goal setting
  - Students and parent will be individually contacted to encourage regular participation in tutorials before, during, and after school tutorials
  - PL for GE teachers given by SPED teachers on how to read and understand IEP's, BSP's and 504 plans to meet students needs.
  - SPED and Co-Teachers will plan side by side with Core Teacher utilizing IPG, ELA and ELD State Standards, Spring Board Curriculum, CFA's and SBAC data to decrease the gaps of students with disabilities.
  - Co-Teachers will work together to co-create engaging lessons that utilize flexible grouping or blended learning on a regular basis.
- Hispanic Students
  - Students who do NOT have a disability will also have access to before or after school tutorials, homework center will be provided to selected students to provide support and assistance with homework and tutoring.
  - Students will receive academic mentors along with other support as needed, or pathways to available resources.
- All low-preforming students
  - All students will meet one on one with a counselor. Grades and goals will be reviewed.
  - Parents will be notified and given the opportunity to meet with teachers and academic counselor to develop an achievement plan for their student.
  - Student and parents will be notified and given access to resources such as tutoring at the school site.
  - Teacher will use sentence frames from the Claims and Targets to ensure grade level instruction as well as prepare students for future testing.

Focus student groups: Hispanic students, Students with Disabilities, Socioeconomically Disadvantaged Students, and English Learner Students.

Action 2

Title: Increase Math Achievement

Action Details:

Yosemite will increase student comprehension in Mathematics as measured by the SBAC, IAB's, IReady Assessments, FUSD Interims, and CFA's. Yosemite will implement a comprehensive program through GoMath, Math Lesson Design (MLD), NextGen Math, and PLI. In addition, Yosemite will include PL for staff on incorporating Claims/Targets in both Math 7 and Math 8.

- Tier 1
  - Students will work in challenging content on a procedural, conceptual, and task lessons in all math classrooms.
  - Students will learn the literacy mathematical academic demands through reading, writing, speaking, and listening about the text/concept/problem.
  - Students will have access to digital resources for mathematics and computer access in all classes including GoMath, iReady, and NextGen Math.
  - Students will work in an inclusive classroom environment with high expectations by the use of CHAMPS and Culturally proficient instructional strategies.
  - Students will receive certificates, rewards, incentives, and/or incentive trips for grades, improvement, and increased effort.
  - Teachers will goal set with all students to increase student achievement using student agenda (as provided each quarter).
  - Teachers will provide differentiation of core instruction to address diverse student classroom needs.
  - Teachers will review learning targets and criteria for success in order for students to meet the learning target(s).
  - Teachers and leaders will receive professional learning; side by side processing, design and analysis; and coaching on Math Lesson Design (MLD), EL strategies, PLI, using culturally proficient instruction for targeted student groups.
  - Teachers, in collaboration with their PLC's, will continue to focus on developing, implementing, developing interventions and analyzing CFA's routinely utilizing illuminate.
  - Teachers, Leaders and SEL staff will provide appropriate academic and behavioral supports.
  - SEL staff will provide documentation of behavior, and social/emotional student needs to teachers and leaders.
  - Teachers, in collaboration with their PLC Teams, will continue to create lessons and assessments using the Go Math that align to the Common Core and include the eight mathematical practices.
  - As needed, Designated ELD instruction in Math for EL Students to support building math vocabulary and concepts.
- Tier 2
  - Students will receive additional in-class support through the use of flexible grouping and blended learning PLI model.
  - Students will be given opportunities for tutoring based on data to support student learning and growth. Parent and student communication of progress will be included.
  - Teachers will focus on building students conceptual understanding to ensure our students have a solid foundation to build upon.
  - Teachers will be provided with supplemental contracts to participate in additional PLC planning time.
  - Students will be identified through SBAC, FIABs, IAB's, FUSD Benchmarks, IReady Assessments, and/or CFA's.
  - Students will receive additional in-class support through the use of flexible grouping and blended learning.
  - Teachers and Leaders will be intentional about monitoring data from subgroups illustrating proportionality (ie. African America, Students with Disabilities, Foster Youth, and English Learner Students) and including them in after school tutoring, in collaboration with the After School Coordinator.
  - Students will be given opportunities for before school or after school tutorials. Parent and student communication of progress will be included. Parents will be notified when students have at least two D's and/or F's in core classes.
  - SPED Teachers, Co-Teachers, and Leaders will work with Cross-Functional Team for professional learning, data analysis, side by side processing, coaching, and problem solving.
  - Teachers, Leaders and SEL staff will provide appropriate academic and behavioral supports.
  - SEL staff will provide documentation of behavior, and social/emotional student needs to teachers and leaders.
- Tier 3
  - Students who show a need will be provided with SEL, intensive behavior instruction/interventions and individualized help that is provided to Tier 1 and Tier 2.
  - Students will be given opportunities for tutoring based on data to support student learning and growth. Parent and student communication of progress will be included.
  - Teachers and Leaders will be intentional about monitoring data from subgroups illustrating proportionality (i.e.. African America, SPED students, Foster Youth, and English Learner Students) and including them in after school tutoring.
  - Students progress is monitored more frequently to ensure progress.
  - Teacher, Leaders, and SEL staff will track fidelity of intervention delivery and provide staff with current non-confidential updates of students progress.
  - Students will be identified through SBAC, FIABs, IAB's, FUSD Benchmarks, IReady Assessments, and/or CFA's and a Universal Screener as At-risk, below grade level, does not meet standards.
  - Students will receive additional in-class support through use of flexible grouping and blended learning.

- Students will receive additional time before school or after school for tutorial. Parent and student communication of progress will be included, in collaboration with the After School Coordinator.

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
SBAC Assessment Teachers will use SBAC, IABs and CFA's assessments to be strategic in their planning for complex text, task, and talk. Teachers will include the IReady program as a resource and intervention. Teachers will also break down data and determine any disproportionality and plan SBCA intervention using practice test.	Teachers, Admin	Continually
IReady Assessments/FUSD Benchmarks Module assessments along with IReady assessments will be monitored and interventions will be put in place. Students receiving a failing score or below grade level on this assessment will receive intervention/enrichment with their core teachers based on grade level clusters/standards tested.	Teachers, PLC's, Admin	August, November, February,
Common Formative Assessments - Teachers create CFA's (e.g. common exit tickets) and CFA's (e.g. unit assessments, EA's) based on state standards, and scope and sequence. Math will use common curriculum, lesson planning and learning targets when unpacking standards as well as using student work to calibrate proficiency. Students receiving a failing grade on their assessment will receive intervention with their core teacher based on grade level clusters/standards tested in small group.	Teachers, PLC's, Admin	Weekly small cfa's Monthly Module CFA's
IPG: Classroom walkthrough data tool focused on the IPG will show overall increase in implementation of challenging content as evident from admin feedback to teachers and PLC's. Admin will monitor the implementation of academic discourse which is reflected in the IPG. Teachers will also use IPG as part of their individual and collaborative planning with their PLC's.	PLC's, ILT, Admin	Weekly
Data Chats quarterly with all teachers, including SPED teachers, on progress of all students, individual students, and students with disabilities. Student achievement protocol for CFA analysis and student learning will be utilized. Teacher will share out successes and learning gaps for students and self. Also teachers will provide artifacts with examples of each level heading toward proficiency.	Teachers, Admin	Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
PLC's collaborate to create, evaluate, and analyze data to increase student performance and looking at next steps to promote comprehension at high levels. Also teachers will calibrate grades to be reflective of curriculum and assessments. Evidence of PLC collaboration via agendas and minutes will be provided to admin on a weekly basis.	Teachers, PLC Teams	Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Professional Learning for all teachers in utilizing EL instructional strategies to increase math performance task writing for all students. Data - Usage of Keystone Pedagogies in lessons, student artifacts brought to PLC's to show various examples of student progress.	Teachers, PLC's, Admin, EL Services	Monthly PL and/or Coaching

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Professional Learning for lead teachers in PLI, Personalized Learning Initiative. Goal is to continue increasing student discourse utilizing a digital platform for student collaboration. Leads will become Trainer of Trainers and lead PL with staff. Teachers will observe each other provide feedback on complex text, talk and task. Data - Increased student discourse, IPG data points	Lead PLI Teachers, Admin	Quarterly PL Meetings

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Counselors will hold D and F chats with all students each quarter that have earned D's or F's during the quarter. These conferences will result in goal setting plans and guide students to supports to improve grades. Special attention to be focused on our disproportionate students (SWD and AA) to ensure progress. In addition, SEL team will hold weekly check-ins with African American students on grades, social emotional well being and make family connections.	Academic Counselor	Quarterly

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

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Professional Learning on Learning By Doing and PLC+ to increase the capacity and performance of PLC teams; on Cultural Proficiency to increase understanding of diverse student needs; on Teacher Clarity; and on Lift for Designated ELD. Teachers will also receive professional learning based on their needs, interests, and choice.	Teachers, Admin	FUSD and Designated PL/PLC

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

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

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

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

- All Students will receive math instruction from math teacher utilizing MLD, state standards and the GoMath adoption and supplemental math curriculum, Next Gen Math.
- Students receiving a failing score on assessments will be given intervention opportunities before or after school.
- Following CFA's students needing re-teaching/enrichment will be grouped and receive intervention/enrichment in classes with their core teachers.
- Students will goal set utilizing SBAC, IReady, ELPAC, CFA's, Grades as well as increasing parent communication (Allocate for quarterly student planners, After School Lead-Spanish Translator).
- Students will receive recognition for achievements and efforts (Allocate for student incentives, certificates, food items, medals, trophies, buses, reward activities and trips).
- Students will have access to library (Allocate for tablets, computers, furniture for collaboration - group tables and chairs).
- Students will receive school wide goal setting and progress monitoring of SBAC, IReady, ELPAC, IAB's and CFA's to increase IPG tenet 1 culture of learning and 3 on student ownership.
- Students will receive tutorials in collaboration with the parent(s) and teachers to decrease number of Ds and Fs in core classes and for students to exhibit evidence of growth mindset, self-efficacy and social awareness as pre IPG tenant 1 as well as increasing parent communication to include when students are receiving D's and F's in two or more classes. (Allocate for student planners by semester, After School Coordinator).
- Students to receive tiered levels of support. (Allocate for PL, conferences, teacher stipends for tutorials and SES).
- Students will receive support from academic counselor when setting and monitoring goals, 6 year plan to include A-G details and applying for high school.
- Student will receive differentiated classroom instruction that is aligned to the Common Core State Standards, ELD Standards, and driven by the Math/ELD Framework in all subject areas.
- Students in tier 2 and 3 will have additional supports outside of class (Allocate for TSA, teacher stipends, iReady intervention, SES and conferences).
- To support math instruction and assessment, computer hardware and accessories will be purchased, repaired, replaced, and upgraded as needed. This will include the purchase and/or installation of equipment such as: computers, computer carts, printers, ink cartridges, projectors, projector bulbs, document cameras, smart classroom equipment, cables, batteries or other supplies, as needed, to address the instructional needs of students and teachers, replacement screens.
- Classroom materials and supplies including, but not limited to: clothes, backpacks, notebooks, paper, pencils, pens, markers, crayons, calculators, and other associated items, will be purchased to support instruction in all subject areas and intervention program needs.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of Mathematics performance.

2. Using Title I funds Only: What are the planned expenses to support this student group?

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

With Title I funds we plan to support English Learner students by supplementing math curriculum with additional curriculum, providing computers for classroom instruction, and providing professional learning for math teachers.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090/7091 funds we plan to support EL Students by providing professional learning for math teachers (including travel for conferences), providing classroom supplies for instruction, providing testing simulation and data collection, providing incentives for improvement, providing improved instructional settings through additional technology, and through funding additional assessors for ELPAC.

4. Using CSI funds only: What are the planned expenses to support this student group?

With CSI funds we plan to support English Learner students by providing additional professional learning/conferences, coaching, and training for teachers as well as additional supplies for classroom learning. We also are allocating for an After School Coordinator position to organize before and after school, as well as at lunch, for tutoring.

5. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

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

The Hispanic student population is performing at the lowest level in areas of Mathematics performance.

The Students with Disabilities student population is performing at the lowest level in areas of Mathematics performance.

The Socioeconomically Disadvantaged student population is performing at the lowest level in areas of Mathematics performance.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support Hispanic students by supplementing math curriculum with additional curriculum, providing computers for classroom instruction, and providing professional learning for math teachers.

With Title I funds we plan to support Students with Disabilities by supplementing math curriculum with additional curriculum, providing computers for classroom instruction, and providing professional learning for math teachers.

With Title I funds we plan to support Socioeconomically Disadvantaged students by supplementing math curriculum with additional curriculum, providing computers for classroom instruction, and providing professional learning for math teachers.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090/7091 funds we plan to support Hispanic students by providing professional learning for math teachers (including travel for conferences), providing classroom supplies for instruction, providing testing simulation and data collection, providing incentives for improvement, providing improved instructional settings through additional technology.

With 7090/7091 funds we plan to support Students with Disabilities by providing professional learning for math teachers (including travel for conferences), providing classroom supplies for instruction, providing testing simulation and data collection, providing incentives for improvement, providing improved instructional settings through additional technology. We also are allocating for an After School Coordinator position to organize before and after school, as well as at lunch, for tutoring.

With 7090/7091 funds we plan to support Socioeconomically Disadvantaged students by providing professional learning for math teachers (including travel for conferences), providing classroom supplies for instruction, providing testing simulation and data collection, providing incentives for improvement, providing improved instructional settings through additional technology. We also are allocating for an After School Coordinator position to organize before and after school, as well as at lunch, for tutoring.

4. Using CSI funds only: What are the planned expenses to support this student group?

With CSI funds we plan to support Hispanic students by providing additional professional learning/conferences, coaching, and training for teachers as well as additional supplies for classroom learning.

With CSI I funds we plan to support Students with Disabilities by providing additional professional learning/conferences, coaching, and training for teachers as well as additional supplies for classroom learning.

With CSI funds we plan to support Socioeconomically Disadvantaged students by providing additional professional learning/conferences, coaching, and training for teachers as well as additional supplies for classroom learning.

5. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Students with disabilities

    - Case managers will meet individually with students to discuss goals and goal setting.
    - Students and parent will be individually contacted to encourage regular participation in tutorials before, during, and after school tutorials.
    - PL for GE teachers given by SPED teachers on how to read and understand IEP's, BSP's and 504 plans to meet students needs.
    - SPED and Co-Teachers will plan side by side with Core Teacher utilizing IPG, Math and ELD State Standards, GoMath Curriculum, and CFA data to decrease the gaps of students with disabilities.
    - Co-Teachers will work together to co-create engaging lessons that utilize flexible grouping or blended learning on a regular basis.
- African American Students
    - Students who do NOT have a disability will also have access to before or after school tutorials, homework center will be provided to selected Economically Disadvantaged students to provide support and assistance with homework and tutoring.
    - Students will receive academic mentors along with other support as needed, or pathways to available resources.
- All low-preforming students (Hispanic Students is the majority of school population at 85%)
    - All students will meet one on one with the academic counselor. Grades and goal will be reviewed.
    - Parents will be notified and given the opportunity to meet with teachers and academic counselor to develop an achievement plan for their student.
    - Student and parents will be notified and given access to resources such as tutoring at the school site.
- Focus on student groups: African America, SPED students, Foster Youth, Hispanic, and English Learner Students.

Action 3

Title: Increase EL Redesignation

Action Details:

Staff will increase the ELPI (English Learner Progress Indicator) level from 33% (see % on CA School Dashboard) to 34.1% by June 2025.

- Tier 1
    - Students will work in challenging content on a high-quality text in all core classrooms.
    - Students will be given multiple opportunities throughout the day to practice reading, writing, listening, and speaking across various curriculums as well as through digital literacy platforms.
    - All ELL students will meet quarterly with Academic Counselor for progress monitoring. Parent communication of progress will be included to increase academic achievement in students classes.
    - Teachers will goal set with all students to identify bubble students and redesignation cut points.
    - Teachers will review learning targets and criteria for success in order for students to meet the learning target(s)
    - Teachers and leaders will receive professional learning; side by side processing, design and analysis; and coaching on EL instructional strategies which includes learning keystone pedagogies; purposeful planning with content alike PLC's; and debriefing modeling and implementation of EL strategies that work by examining student work and mapping out next steps.
    - Teachers will implement keystone pedagogies in order to get students deeper into the text and in order to increase their reading, writing, listening, and speaking achievement.
    - Teachers will continue in implementing integrated and designated strategies to meet the needs of ELL students. To ensure EL students acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers in English.
    - Teachers will continue to receive training on ELD, ELPAC, as well in the embedded resources in SpringBoard and GoMath. In an effort to provide students as many opportunities to practice listening, reading, writing, and speaking skills within core classes.
    - Students will learn the literacy of each content area academic demands through reading, writing, and speaking about the text. To take ownership of their own learning as they progress towards English proficiency.
    - Celebrations and incentives for students that reclassify or improve an overall ELPAC level
- Tier 2

- All ELL students will be identified and have a case manager to monitor their progress.
- All ELL students will meet quarterly for progress monitoring. Parent communication of progress will be included.
- TSA and EL Support Team will identify and target ELD students who have been continuously enrolled for more than five years for redesignation and students will set goals to make at least one year's growth towards proficiency and redesignation.
- ELPAC practice

- Tier 3
  - Newcomers are placed in appropriate ELD/ELA Classrooms to receive intensive support. To ensure EL students, within a reasonable period of time, achieve the same rigorous grade-level academic standards that are expected of all students.
  - ELL + SPED: SPED Teachers, Co-Teachers, and Leaders will work with Cross-Functional Team for professional learning, data analysis, side by side processing, coaching, and problem solving

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
All EL students will be identified by teachers prior to school starting. Students' present levels will be analyzed for appropriate placement and requisite supports through Teaching Fellows and mentoring programs.	Teachers, PLC's, TSA	Prior to the start of school on ongoing with monitoring.
Scores for EL students will be monitored using SBAC, ELPAC, and IReady data. This data will be tracked and monitored to identify ongoing supports for "next step" actions.	Teachers, PLC's, TSA, EL Support Team	Each assessment cycle.
EL students will track D's and F's with academic counselors and TSA. SPED teachers will monitor the progress of the students they case manage with IEP goals for EL redesignation monitored.	Academic Counselor, TSA, SPED Case Manager	monthly, quarterly
ELPAC, SBAC, IReady chats will be held prior to each test's administration with both academic counselor and EL and EL Support Team. As additional redesignation criteria is determined, additional chats will take place	Academic Counselor, TSA, EL Support Team	Through out assessment cycles
EL Students will be counseled on achievement gaps. Criteria for success, goal setting for students to advance at least one proficiency level and documented in ATLAS with communication with parents.	Academic Counselor/ TSA, EL Support Team	Quarterly
TSA will: provide interventions to LTEL based on the EL Reclassification Goal Setting tool and teacher observations provide EL Tutorials and raise awareness on criteria for Reclassification –ELPAC, assessments and SBAC cut points and provide literacy and academic intervention.	TSA, EL TSA from EL Services, and EL Support Team	Ongoing

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Focus on targeted group of students at the beginning of the school year and throughout support all teachers by providing strategies and resources on teaching EL students, focusing on Reclassification facilitate professional learning for teachers and staff on ELA/ELD framework, Keystone pedagogies, disciplinary literacy, and academic language.	EL TSA from EL Services, EL Support Team and TSA	Ongoing

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Develop an EL program (integrated and designated) and using EL data to inform instruction and to build a bridge program with feeder schools to best support incoming 7th grade EL students in the classrooms to provide teachers with feedback regarding EL students progress as well as language barriers.	Admin, TSA, EL Support Team, Academic Counselor	Prior with to the start of school and ongoing throughout the year.

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Monitor RFEP students and provide new teachers as well as teachers looking for new ways school to scaffold lessons and curriculum for EL students by demonstrating a model lessons for the class period. EL Support Team and TSA will work with AC's to ensure the inclusion of EL standards. Increase EL student engagement in school activities.	TSA, Support Team, Admin	Start of the school year and quarterly.

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
EL Support Team and TSA will analyze and develop a strategic plan to support LTEL students based on the following: ELPAC results ELA CAASPP, and IReady Assessments. Quarterly academic/grade monitoring RFEP monitoring tool and D/F rate. Teaching Fellows work with ELD teacher in class to help with the various levels of EL learners within the classes supports EL students in various academic classes as assigned by ELD Teacher.	EL Support Team, TSA, and ELD Teacher,	Start of school and ongoing.

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

- An English Learner Review Team (ELRT) will be established and led by our TSA and academic coach. This team will include TSA, 1 Counselor, classroom Teacher and one site administrator. The ELRT will meet at the beginning of the year with a focus on identifying EL, analyzing data, goal setting, and identifying targeted instructional routines for ELs. A roving **sub** will be provided to release each teacher for these 30-minute data chat with the ELRT Team.
- All Teachers will identify their English Learner's needs using ELPAC results and will complete a goal setting chat with each EL student to ensure they understand their goal and make progress towards reclassification.
- Small group meetings (*English Learner Goal Setting Assembly*) will be implemented for all EL students in in January to ensure our EL understand the purpose of the ELPAC, their personal goal, and the schoolwide goal. Additionally, the meetings will celebrate and highlight our EL student's language assets as students that speak more than one language (*English Learner California Roadmap Principle #1*).
- After school tutoring will be implemented for EL students that are identified as not making progress. Site will use Ellevation data and data collected during ELRT meetings with teachers to identify the cohort of students that will receive additional support after school through collaboration with After School Coordinator
- Professional learning for all teachers will be provided with support and guidance from English Learner Services. This professional learning will be designed to support teachers based on their needs and schoolwide EL data as measured by ELPAC, SBAC, and i-Ready.
- All EL students will be involved in ELPAC chats prior to administration of test.
- Teachers will use EL data to inform instruction and implement EL strategies in classrooms across the board, EL students will be better supported
- Students will goal set utilizing SBAC scores, ELPAC scores, IReady scores, CFA's, and Grades. (Allocate for quarterly student planners)
- Teachers will increasing parent communication (After School Lead-Spanish **Translator, staff extra-time or overtime**).
- Students will complete ELPAC Assessment (Allocate for **ELPAC Assessors,** materials, supplies).
- Students to receive tiered levels of support. (Allocate for PL, conferences, travel, teacher stipends for tutorials).
- Students will receive recognition for achievements and efforts (Allocate for student incentives, certificates, food items, medals, trophies, buses, reward activities).
- Students who are newcomers, if they qualify, will be placed in Dual Immersion will have Spanish Language Arts and History (7th)/Science (8th) in Spanish and the rest of their courses in English. (Allocate for Spanish reading

materials and stipends for DI Team).

- Students will be given opportunities for after school tutorials. Parent and student communication of progress will be included. (Allocated for After School Program Coordinator and tutors)
- Students will have digital classrooms. (Allocate for projectors, bulbs, tv/monitors, speakers, printers, ink, sound cords, extension cords, computers, furniture for collaboration-group tables and chairs).
- Students in tier 2 and 3 will have additional supports (Allocate for **TSA, teacher stipends, Lift).**
- Students will have access to library (Allocate for **books**, online and print **subscriptions**, computers, furniture for collaboration - tables for flexible seating and chairs).
- Provide PL on culturally responsive teaching and cultural proficiency for teachers and support staff (Allocate for **subs, teacher stipends)**
- Co-Teachers will work together with GE teachers to co-create engaging lessons that utilize flexible grouping or blended learning on a regular to enhanced services for low-performing EL student groups. (Allocate for books, supplies and materials)
- Provide training through FUSD EL services and site based: to increase complex, text, talk, and task through reading, writing, listening and speaking in complex text through district adopted curriculum. Increase student discourse and accountable talk strategies for EL students. (Allocate for **subs**)
- Provide PL on differentiating instructions for EL/SPED EL students in order to maximize their achievement. (Allocate supplies and materials)
- Teachers will integrate the CA ELD standards in all core content areas and engage in professional learning that will provide them with the latest research on effective English language
- EL students will receive targeted instruction aligned to the CA ELD Standards daily through integrated and designated ELD instruction.
- Instruction in reading, writing, speaking, listening and language development will be provided to support all learning modalities (visual, auditory, and tactile learners).
- Teachers/PLCs/site leadership will analyze SBAC and ELPAC results as well as quarterly CFAs and Interim assessments and disaggregate data to monitor and track EL student progress to assess and respond to instructional needs.
- EL student progress will be monitored after each assessment period (ELPAC, i-Ready) to ensure that students are making adequate progress towards one ELPI level growth each year and be reclassified on time.
- Reclassified students will be celebrated and recognized during quarterly award assemblies.
- Site Administrators will provide feedback to Teachers using the updated IPG during Designated and Integrated ELD Instruction and support through EL PL Plan.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of EL Redesignation

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support English learner students by providing additional reading materials, subs and professional learning time for teachers to improve instructional practices and provide for computers for in class working areas, as well as classified staff to supplement student learning and communication with parents.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090/7091 funds we plan to support English learner students by providing subs and professional learning time for teachers to improve instructional practices, improve instructional spaces in the classrooms through improved furniture, increase incentives for improvement on CAASPP which will help with redesignation, provide materials for testing, improve testing resources, provide student planners to improve student buy in to learning, as well as classified staff to supplement student learning and communication with parents.

4. Using CSI funds only: What are the planned expenses to support this student group?

With CSI funds we plan to support English learner students by providing additional professional learning/conferences for teachers on increasing performance of EL students and providing additional supplies for classroom instruction. We will also provide tutoring organized by After School Coordinator, before school, at lunch, and after school.

5. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The Hispanic student population is performing at the lowest level in areas of Mathematics and English Language Arts performance.

The Students with Disabilities student population is performing at the lowest level in areas of Mathematics and English Language Arts performance.

The Socioeconomically Disadvantaged student population is performing at the lowest level in areas of Mathematics and English Language Arts performance.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support Hispanic students by providing additional reading materials, subs and professional learning time for teachers to improve instructional practices and provide for computers for in class working areas.

With Title I funds we plan to support English learner students by providing additional reading materials, subs and professional learning time for teachers to improve instructional practices and provide for computers for in class working areas.

With Title I funds we plan to support English learner students by providing additional reading materials, subs and professional learning time for teachers to improve instructional practices and provide for computers for in class working areas.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090/7091 funds we plan to support Hispanic students by providing subs and professional learning time for

- Teachers will integrate the CA ELD standards in all core content areas and engage in professional learning that will provide them with the latest research on effective English language.
- EL students will receive targeted instruction aligned to the CA ELD Standards daily through integrated and designated ELD instruction.
- Instruction in reading, writing, speaking, listening and language development will be provided to support all learning modalities (visual, auditory, and tactile learners).
- Teachers/PLCs/site leadership will analyze SBAC and ELPAC results as well as quarterly CFAs and Interim assessments and disaggregate data to monitor and track EL student progress to assess and respond to instructional needs.
- EL student progress will be monitored after each assessment period (ELPAC, i-Ready) to ensure that students are making adequate progress towards one ELPI level growth each year and be reclassified on time.
- Reclassified students will be celebrated and recognized during quarterly award assemblies.

teachers to improve instructional practices, improve instructional spaces in the classrooms through improved furniture, increase incentives for improvement on CAASPP which will help with redesignation, provide materials for testing, improve testing resources, provide student planners to improve student buy in to learning, as well as classified staff to supplement student learning and communication with parents...

With 7090/7091 funds we plan to support Students with Disabilities by providing subs and professional learning time for teachers to improve instructional practices, improve instructional spaces in the classrooms through improved furniture, increase incentives for improvement on CAASPP which will help with redesignation, provide materials for testing, improve testing resources, provide student planners to improve student buy in to learning.

With 7090/7091 funds we plan to support Socioeconomically Disadvantaged students by providing subs and professional learning time for teachers to improve instructional practices, improve instructional spaces in the classrooms through improved furniture, increase incentives for improvement on CAASPP which will help with redesignation, provide materials for testing, improve testing resources, provide student planners to improve student buy in to learning, as well as classified staff to supplement student learning and communication with parents...

4. Using CSI funds only: What are the planned expenses to support this student group?

With CSI funds we plan to support Hispanic students by providing additional professional learning/conferences for teachers on increasing performance of EL students and providing additional supplies for classroom instruction and ASP coordinator.

With CSI funds we plan to support Students with Disabilities by providing additional professional learning/conferences for teachers on increasing performance of EL students and providing additional supplies for classroom instruction and ASP coordinator.

With CSI funds we plan to support Socioeconomically Disadvantaged students by providing additional professional learning for teachers on increasing performance of EL students and providing additional supplies for classroom instruction and ASP coordinator.

5. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

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

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0505 Yosemite Middle School (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Teacher Substitutes **No IEPs**	10,001.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Books	15,000.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Student Computers (G1A2, G1A3, G2A1)	19,000.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement (G5A1) **No incentives or food**	2,568.00
G1A1	ESSA-CSI	Instruction	Teacher-Supp			Teacher PL August **No IEPs**	76,624.00
G1A1	ESSA-CSI	Instruction	Mat & Supp			: Classroom materials and supplies **No incentives or food**	5,612.00
G1A1	ESSA-CSI	Instruction	Nc-Equipment			: Tech for classrooms.	9,000.00
G1A1	ESSA-CSI	Other Pupil Services	Cls Sup-Reg	Coordinator I, Extended Learning	0.6180	Also G1A2, G1A3, G3A1, G3A2, G3A3 Split funded Yosemite 0.6180 FTE and Extended Learning 0.3820 FTE.	105,216.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Substitutes	5,974.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Campus Improvements, Classroom Supplemental Supplies	125,174.00
G1A1	Sup & Conc	Instruction	Travel			PL Conferences (G1A2, G1A3, G3A1, G3A3)	24,000.00
G1A1	Sup & Conc	Instruction	Direct Trans			Incentive Trips G1A1, G1A2, G2A2, G3A1, G3A2	30,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Computer Maintenance	3,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Planners and communication (G1A2, G1A3, G4A1)	4,000.00
G1A1	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Lead, After Schl/Ext Day	0.4000	G1A2, G3A1-2	31,910.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Headphones for CAASPP, Classroom Supplies	39,365.00
G1A1	LCFF: EL	Attendance & Social Work Servic	Cls Sup-Reg	Lead, After Schl/Ext Day	0.6000	G1A2, G3A1-2	47,863.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Site Licenses, Next Gen Math, Illuminate, NearPod.	19,540.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Supplemental Curriculum and Supplies (G1A1, G2A3) **No incentives or food**	10,431.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	900.00

$585,178.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✔	83.64 %	76.1 %	2023-2024	77.2 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

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

Student-centered real world learning experience - The goal is to have 95%of students exposed to college and careers.

1. Xello presentations during class for all students
2. A-G Presentations during class for all 8th grade students
3. High school pathway presentations during class for all 8th grade students
4. Elective ranking for all students
5. Data chats will all students

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

1. More opportunities for college visits
2. CTE course was not fully implemented until second semester due to re-construction of classroom.
3. Advisory was inconsistent in instruction.
4. Need more opportunities for college and career exposure for 7th grade students.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

1. Limited College visits
2. Limited opportunity for 7th grade students.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

1. Multi Cultural Fair

2. More opportunities for college visits to increase college exposure

3.Detailed exposure to more high school pathways so students understand the various career trainings offered for each

4. More opportunities for college and career exposure for 7th grade

5. Opportunities to understand pathways at each high school prior to transfer deadline

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

Utilize class meetings to teach life skills, Increase incentives for high performance, Increase structure of leadership to advertise events

2 ELAC:

Continue to utilize:

- Presentations: Xello, A-G, High school choice workshops, Elective ranking
- Tutoring after school
- Awards for improvement
- Fieldtrips to colleges
- Tutoring
- Academic Awards
- Graphics
- High School Credit for Spanish
- Parent information on school systems
- Conferences off site
- After school classes for EL as a club
- Increase incentives for high performing and improvement, both in beginning of year and throughout
- Leadership continue to create posters and signs around campus

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Increase field trips to college and careers, Career oriented electives, Connect learning in content to careers and college, Encourage use of Near Pod, Increase guest speakers, Career Day, Increase selection of electives

Action 1

Title: Linked Learning

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Every student will be able to access iReady across the curriculum, Khan Academy, My HRW, Math and in ELA during structured classroom differentiated instruction model.	Teachers	Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Every student in every class will have one to one access to a laptop during instructional time as well as in the library at lunch and after school.	Teachers	Weekly

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

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

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- *All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.*

  1. Identify English learner students in Red and all the areas that they are identified in.

  The English Learner student population is performing at low levels in area of college and career readiness.

  2. Using Title I funds Only: What are the planned expenses to support English learner students?

  With Title I funds we plan to support English learner students by providing online math supplemental curriculum and additional laptops for student use.

  3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

The student population is performing at low levels in area of college and career readiness.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support students by providing online math supplemental curriculum and additional laptops for student use.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090\091 funds we plan to support students by providing additional laptops for student use and maintenance for the computers and technology on campus.

With 7090/7091 funds we plan to support English learner students by providing additional laptops for student use and maintenance for the computers and technology on campus.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

EL students will have the opportunity to learn how they can receive a seal of biliteracy upon high school graduation.

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

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- All students will meet one on one with the academic counselors.
- Grades and goals will be reviewed.
- Parents will be notified and given the opportunity to met with teachers and academic counselors to develop an achievement plan.
- Students and parents will be notified and given access to resources such as tutoring at the school site.
- CTE teachers and counselors collaborate with Special Education teachers and students in incorporating them into all college and career readiness opportunities particularly with CTE courses.
- Academic Counselor will communicate field trip and work-based learning opportunities to them.
- CTE teachers trained in AVID strategies.

Action 2

Title: College and Career Readiness

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
All students will complete Xello competences through their PE classes. Students will complete college and career readiness activities such as personality styles, interests, and skills inventories to match careers and research of colleges.	Counselors	Fall semester and as needed throughout the year
All 8th grade students will receive: High school of choice presentations and counseling to choose career pathways. Along with high school and college visits.	Counselors	Quarterly
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.	Counselors	Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Historically underserved students will be selected by Academic counselors to sign up for check in/check out system.	Counselors, SSE Team, COST Team	On going beginning in September 2021.

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Counselors will educate parents and families to help them better understand various school system protocols, requirements, and available services. In addition, teach and model the importance of self-advocacy and habits of responsibility, methods of self-organization and prioritization for both students and families.	Counselors	Ongoing

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Counselors support our students and the school community by contacting parents and students virtually, over the phone and/or in-person helping to mitigate conflict and to provide accurate information.	Counselors	Ongoing

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

- Students will have access to career exploration activities on/off campus.
  - 80 students attended field trip to UC Santa Cruz

    Conferences offered to all Students outside campus:

    Latino Conference at Fresno State

    African American Student Leadership Conference

    Laotian Conference at Fresno State

    Black College Expo
  - Inside and outside of the classroom time (tutoring at lunch/after school) to support student needs. Teachers will have supplemental contracts approved for tutoring to ensure high school readiness.
  - School wide grade tracking and goal setting with the use of academic planners to prepare students for high school and careers readiness.
  - Students will receive direct instruction with challenging content as well as differentiated instruction within instructional time to ensure high school readiness.
  - Students will receive presentations on the following:
    - A-G Requirements
    - High School Graduation Requirements
    - CTE Pathways
  - Students will utilize digital resources that align with practice and assessment with SBAC administration.
  - Students will participate in strategic intervention groups after data from common formative assessments are analyze to prepare them for the rigorous college and career ready expectations.
  - Awards for historically underserved students who show improvement during the quarter will be given by Counselors
  - Counselors will Implement a program that will focus on building trust relationship with our historically underserved students, using a check in/out system following these steps:
    - 1.**Student checks in with identified adult**
    - 2.**Students participates daily in their school schedule** Students receive ongoing, consistent, positive feedback from adults focused on social and/or academic goals, such as positive reinforcements and encouragement
    - 3. **Student checks out with identified adult at the end of each school day** Counselors will review students, social and/or academic goals for successes and identify areas in need of improvement.

- Site will allow for maintenance of student computers and printers in the classroom.
- Graphics will be used for registration, parent student handbooks, Agenda for planning, promotion posters of field trips to colleges.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at low levels in area of college and career readiness.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by providing performing arts resources.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090/7091 funds we plan to support English learner students by providing field trips to college/career locations.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

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

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

The overall student population is performing at low levels in the area of college and career readiness..

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support students by providing performing arts resources.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090/7091 funds we plan to support students by providing field trips to college/career locations.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- All students will meet one on one with the academic counselors. Grades and goals will be reviewed.
- Parents will be notified and given the opportunity to met with teachers and academic counselors to develop an achievement plan.
- Students and parents will be notified and given access to resources such as tutoring at the school site.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✔		28.4 %	2023-2024	27.8 %
Suspension Rate - Semester 1	✔	6 %	5.8 %	2023-2024	5.47 %
Suspension Rate - Semester 1 (English Learner)	✔		4.8 %	2023-2024	4.47 %
Suspension Rate - Semester 1 (Hispanic)	✔		6.3 %	2023-2024	5.97 %
Suspension Rate - Semester 1 (Socioeconomically Disadvantaged)	✔		6.2 %	2023-2024	5.87 %
Suspension Rate - Semester 1 (Students w/ Disabilities)	✔		8.9 %	2023-2024	8.57 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

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

Chronic Absenteeism

1. One on one attendance counseling with site funded CWA
2. DPI Support with attendance strategies
3. Weekly attendance review
4. Parent conferences
5. Attendance incentives year round
6. Engagement opportunities
7. Home visits

SuspensionRate - Students with 1 or more

1. Continue to utilize Restorative Practices
2. Continue to utilize CHAMPS
3. Continue to utilize SEL in all classes beyond class meetings
4. Provide academic and social emotional counseling and therapy services on and off site

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

Chronic Absenteeism

1. Inconsistent communication with families due to disconnected telephones and parents not at home during home visits.
2. Lower amount of engagement opportunities with clubs
3. Chronic + Severely Chronic Data = All Students 42.8%, SWD51.2%, EL 38.1%, Forster 40%, and Homeless 100%.

Suspension Rate - Students with 1 or more

1. Did not receive Tier 2 CWA for additional supports with student behaviors
2. In person socialization have changed with increased threats and unfiltered language towards others on Social Media platforms which carries over to school environments

5. Use alternatives to suspension such as respect agreements, no fight contracts, discipline reports, community service, re-engagement center, etc...

6. Parent conferences

7. Analyze suspension data weekly, monthly, and quarterly to determine interventions and supports based on needs

8. Utilize COST/T2T team for determination of services and next steps for students based on need

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

1. Lack of Incentives for students who increase their attendance.

2. Lack of Incentives for students who decrease their misbehaviors.

3. Lack of Incentives for students who have good attendance and good behaviors.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

1. Incentives and celebrations for students who increase their attendance.

2. Incentives and celebrations for students who decrease their misbehaviors.

3. Incentives and celebrations for students who have good attendance and good behaviors.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

Target tardies to encourage attendance

Continue to monitor attendance

Re-instate Saturday/Winter Academies.

Continue Bear Fair

2 ELAC:

Continue to

- Decrease absences
  - Monitor attendance
  - Incentives/Connectedness
  - Parent Conferences/Calls
  - CWA calls and home visits

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

All: More coaching with CHAMPS coach, Increase incentives (rallies, dances, lunchtime activities: games and activities, bear of character incentives) Increase visual arts/music trips, increase clubs, 5 star points school wide, parent check ins, WEB onboarding items for games and community activities, increase school pride, provide YMS merch to incoming 7th graders,

- Decrease suspensions
-
  - Restorative Practices
  - Analyze data for incoming and current students at TST meetings
  - Behavior incentives
  - Review behavior expectations
  - Meetings/Phone Calls with parents for high risk students
  - Use of Multi-Tiered System of Support and SSTs
  - Daily Check Ins
  - Use of CHAMPS
  - Re-engagement Teacher
  - Academic Agendas
  - Use of Bear Cave
  - Class Meetings
  - Student Contracts
- Increase VAPA Activities
  - Sports
  - Band
  - Lunchtime Activities
  - Club Rush
  - School Lanyards
  - YMA and YWA class activities
  - WEB activities
  - Second Step Lessons
  - Bear Fair

Add crossing guards for students to safely get to school

SWD: Dance reward, Paras that sit and support student in class, inform parents of extra curricular activities, survey for students and see what they want, school wide incentives, snack, fast pass at lunch, free merch,

Hispanic: more coaching with CHAMPS coach, Cinco de Mayo Dance, More opportunities to celebrate Hispanic culture, Incentive field trip for attendance, 5 star points school wide, incentives, lunch fast pass, early lunch/extended lunch reward, Folklorico club, Student Involvement Cultural nights,

EL: 5 star points school wide, incentives, lunch fast pass, early lunch/extended lunch reward, incentive field trips for attendance, Field trips, Bear of Character incentives, Interactive Clubs, Include incentives for getting redesignated, Candy Pinata

Action 1

Title: Decrease Chronic Absenteeism

Action Details:

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

- Tier 1
  - Monitor attendance data by-Satisfactory, Manageable ,Chronic and severe and assign these categories for targeted action. All incoming 6th grade students to 7th grade will be counseled immunization requirements and provided resources so they can start day one of school.
  - Daily automated phone calls out to parents who have students marked absent.
  - Attendance Task Force will be monitoring the attendance of all students and low performing groups.
  - Students will receive certificates, rewards, incentives, and/or incentive trips for attendance, improvement, and increased effort
  - Visual, Performing Arts, and Athletics activities will be provided to further connect students to school with the goal of improving attendance through engagement.

- Saturday Academy will be available for recovering absent days from school per FUSD guidelines.
- SEL Learning for all students using Second Step with support of CCS and DPI

- Tier 2
  - Satisfactory students and students with improved attendance will receive incentives.
  - Students that are manageable will be counseled by a member of the Task Force on how to improve with attendance contracts.
  - Chronic and Severe students will conference, have home visits and be counseled on supports on how to improve attendance by Attendance Clerk, VP, GLA and/or Attendance Task Force.
  - Attendance Clerk along with a member of the Task Force will daily monitor students being targeted for attendance. If students are absent HSL will call or visit the home.
  - Teacher will call at least one student in tier 2 daily to let them know they were missed and to give alternate digital assignment.
  - Parents will be contacted about enrolling and registering student for Saturday Academy to recover absence.
- Tier 3
  - Attendance Intervention parent meeting with Attendance Clerk, GLA, and HSL to begin the SART process with HSL and/or SARB referrals.
  - SARB referrals
  - Home visit by HSL for chronic and Severe students will conference and counsel on supports and how to improve attendance.
  - Attendance contracts and incentives will be utilized to promote student attendance and celebrate attendance improvement.

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Document phone logs, parent and student contact related to attendance on ATLAS. Daily teachers will commit to calling home for at lease one absent student for the teacher home connection.	Academic Counselor, Admin,Attendance Clerk,Social Worker,RCA, SES Specialist/Teacher, Attendance Task Force	Daily/weekly Contact and Log
Weekly Monitoring of Attendance Data by Attendance Task Force (VP, Advocate, Counselors, Attendance Clerk, Community Outreach Specialist, and Resource Counseling Assistant) measuring the following data points: Weekly ADA rates Students who have been identified as Habitually Truant or Chronically Absent. Students who have been identified as severely chronically absent and are in the midst of the SARB process.	Attendance clerk, Attendance Task Force (VP, Advocate, Counselors, Attendance Clerk, Community Outreach Specialist, and Resource Counseling Assistant, RP Counselor &SEL Team Teaching Fellows as "Advocates" Attendance clerks.	ongoing, daily, weekly
Monthly/Quarterly Attendance Certificates for students with perfect attendance and improved attendance. Positive attendance trends will also be reviewed as part of the incentive programs for positive attendance and student recognition.	Attendance Task Force and Academic Counselors	Monthly/Quarterly
Weekly checks of perfect attendance and select students for incentives	Admin, Academic Counselor	Weekly

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

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

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

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
iReady reports, club participation, after school tutoring rosters, grade monitoring, D/F weekly reports	ILT, COST Team, CCT, Academic Counselor, Admin	Fall to Spring 2021-2022

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
GLA will: generate weekly list of chronically absent students in collaboration with the Attendance Team. closely monitor and follow-up with students on their caseload regarding attendance, academic, behavior, and social-emotional work with teachers, VP, GLA, counselors and parents regarding students on their caseload. Document attendance, academic and social-emotional interventions including parent conferences, home visits and resources provided notify teachers of those students they are working with.	Attendance clerk, Attendance Task Force (VP, Counselors, Attendance Clerk)	ongoing, daily, weekly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
GLA & Transition Teacher: will collaborate and support strategically identifying supports for students. Will facilitate restorative circles and provide other services with students when needed. Will meet with newly enrolled students for a welcome circle and assess for any supports students need.	Attendance Task Force VP, Counselors, Attendance Clerk)	Fall 2024-Spring 2025

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Social Worker and Project Access Social Worker will collaborate with TST, Psychologist, administration to identify students for social-emotional needs and interventions to increase attendance document social-emotional supports and individual plans for students meet with students who through referral process to provide intake assessment on chronic absenteeism. Students will receive on-going notifications of their attendance. Students will meet with their assigned advocate to discuss various resources and strategies. Students will attend Attendance Parent Meetings	School Social Worker, COST Team	Bi-weekly

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

- Students will be given the opportunity to attend Saturday Academy to recover absences when implemented by FUSD
- Students will be given the opportunity to attend Winter Academy to recover absences

- Students will participate in expectation assemblies and school spirit rallies (allocate for rally materials and supplies, sub for teacher to prep, school spirit materials, supplies, spirit wear)
- Students will be in weekly drawing for attendance incentives. (Allocate for incentives, student materials and supplies, spirit wear, spirit school supplies, food)
- Students will receive feedback on their attendance in the form of great, or improved, attendance certificates Monthly/Quarterly (Allocate for certificates, ink, toner, and other materials and supplies needed)
- Students becoming, or are, chronically absent will receive additional counseling to try to break through the barriers keeping them from being at school every day.
- Semester students will be able to participate in an incentive field trip when identified with 95% attendance.
- Teachers will monitor attendance and reward outstanding attendance at quarterly awards assemblies.
- Arts, Music and Athletics will be planned to engage students in art, activities, and athletics.
- Subs will be provided, as needed to allow teachers to attend Arts, Music, and Athletics (training, conferences)
- Universal screeners administered to all students at start of school year; iReady assessments administered pre-/mid-/post); Academic Support Time after school by ELA and Math teachers 2x/week (allocate for tutoring contract and After School Coordinator position)
- Designated ELD; after school tutoring, Alliance classes, Electives, Academic Support Time

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of Suspension Rate.

2. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090/7091 funds we plan to support EL students by increasing student desire to be on campus through improving the culture and presentation of the campus as well as increasing student attendance through incentives and monitoring students in hallways using 5StarStudents.

3. Using CSI funds only: What are the planned expenses to support each student group?

With CSI funds we plan to support Socioeconomically Disadvantaged students by providing additional professional learning/conferences for teachers on increasing performance of EL students and providing additional supplies for classroom instruction. After School Coordinator will be allocated to engage students to attend, connect, and learn at school.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- TSA will include attendance in quarterly meetings and contact parents.
- Teachers will implement scaffolding strategies and incorporate ELD standards into lesson planning. Implementation of site EL Plan and AC EL Plan components.
- Students will receive guidance and goal setting strategies to improve attendance through core classes.
- EL Parents will all be invited to participate in "Bear Trail Walks" throughout the year with opportunities to walk classrooms and engage in feedback protocols with site admin and staff.
- Parents of EL students will be given attendance notification in English/Spanish/Hmong.
- Presentations in our monthly Attendance Parent Meetings will be in English/Spanish/Hmong.

Budget priorities:

- After School Program Coordinator in support of CSI goal

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The Hispanic student population is performing at the lowest level in areas of Suspension Rate.

The Students with Disabilities student population is performing at the lowest level in areas of Suspension Rate.

The Socioeconomically Disadvantaged student population is performing at the lowest level in areas of Suspension Rate.

2. Using 7090/7091 Only: What are the planned expenses to support this student group?

With 7090/7091 funds we plan to support Hispanic students by increasing student desire to be on campus through improving the culture and presentation of the campus as well as increasing student attendance through incentives and monitoring students in hallways using 5StarStudents.

With 7090/7091 funds we plan to support Students with Disabilities by increasing student desire to be on campus through improving the culture and presentation of the campus as well as increasing student attendance through incentives and monitoring students in hallways using 5StarStudents.

With 7090/7091 funds we plan to support Socioeconomically Disadvantaged students by increasing student desire to be on campus through improving the culture and presentation of the campus as well as increasing student attendance through incentives and monitoring students in hallways using 5StarStudents.

3. ***Using CSI funds only: What are the planned expenses to support each student group?***

With CSI funds we plan to support Socioeconomically Disadvantaged students by providing incentives for student attendance and improvements to the campus to increase student desire to attend school. After School Coordinator will be allocated to engage students to attend, connect, and learn at school.

With CSI funds we plan to support Hispanic students by providing incentives for student attendance and improvements to the campus to increase student desire to attend school. After School Coordinator will be allocated to engage students to attend, connect, and learn at school.

With CSI funds we plan to support Students with Disabilities by providing incentives for student attendance and improvements to the campus to increase student desire to attend school. After School Coordinator will be allocated to engage students to attend, connect, and learn at school.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done

- After School Lead (Spanish) to contact parents regarding EL students attendance.
- Allocate for student school supplies

by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- All students will meet one on one with the academic counselors. Grades, goals and attendance will be reviewed.
- Re-Engagement Teacher or Tier 2 Specialist will conduct re-entry conference with students after suspensions
- SSW will target students with multiple suspensions and develop support services for students on a case by case need.
- SEL team will provide group sessions for Tier 3 students to improve attendance and behavior.
- Parents will be given opportunities to meet with Academic Counselor and teachers to develop a plan of achievement.
- Students and parents will be notified of Saturday Academy School and additional tutoring on site to recover missed learning.
- Parent groups will be offered additional engagement opportunities to provide increased input. School Site Council, ELAC, Special Education Parents, EL Parents will all be invited to participate in "Bear Trail Walks" throughout the year with opportunities to walk classrooms and engage in feedback protocols with site admin and staff.
- SWD Case Manager will monitor attendance and academic progress of SWD.
- HSL will make home visits as needed

Action 2

Title: Decrease Suspensions

Action Details:

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

- Tier 1: Referrals, behaviors by tiers will be monitored as well as Suspensions by student and Ed code violations.
  - Patterns will be established and targeted to meet the needs of staff and students.
  - Support will be provided through implementation of restorative practices, increased Arts, Music, Athletics and student engagement .
  - Re-engagement teacher will prep incoming students for restoratives and meeting with other students, teachers, and admin.
  - Student will process the harm caused and how it can be resolved. This is an effective way for students to reflect prior to meeting. VP and GLA will monitor suspension rates on ATLAS.
  - Data for incoming 7th grade students on misbehavior's and suspensions reviewed by VP with follow-up calls to feeder schools.
  - Culture and Climate team will review the data by ed. Code and revisit PL on school wide procedures, practices and tiered interventions through restorative practices.
  - Teachers in collaboration with Culture and Climate Team will develop and implement a Multiple Tier Support System (MTSS) to support our students behavior needs by using CHAMPS school wide, as well as referrals to COST which, includes SES, restoratives practices utilizing the discipline guidelines and if necessary referral to Attendance task force.
  - All Teachers will conduct class meetings on a weekly basis to foster and build positive relationships between students and adults and teach SEL competencies via Second Step.
  - Class meeting verification forms will be collected by the GLA. GLA, SSW, and Counselor will monitor class meeting implementation through walk through observation.
  - All teachers will establish and implement clear classroom behavior expectations CHAMPS. All students will receive classroom and school-wide CHAMPS expectations multiple times throughout the year. (allocate for incentives to build school spirit)
  - Teachers will communicate behavior concerns with parents and log into ATLAS.
  - Bear of the month will be promoted monthly to build the character competencies, teachers will select two students who have shown character in the classroom. (allocate for incentives to promote Character counts)
  - Clear and visible posters to remind students in the classrooms and cafeteria along with verbal reminders from staff of schoolwide expectations.
  - Students will be greeted at the front gate and at each classroom door from a caring staff member.
  - As needed, teachers will develop student specific behavior plans to support and reinforce positive behaviors for learning with the support of School Psychologist, Academic Counselor, School Social Worker, and Admin).

- Students will all be encouraged to participate in Arts, Music, Athletics by staff. School Campus Climate and Culture teacher will also begin running intramurals at lunchtime at the beginning of year to positively connect with all students. (Allocate for Campus Climate and Culture Teacher Specialist/After School Lead and stipends for teachers for clubs and activities throughout the year).
- Students will be supported by SSE Team and Resource Counselor they will supervise the Bear Cave during morning and lunch time.
- Weekly Data reviewed by VP and GLA.
- All students receive behavior expectations assembly by admin twice a year. New students go through school behavioral expectations in office with VP, and academic counselor.
- 7th Grade WEB Day at Yosemite prior to start of year to build relationships between students and between staff and students
- 8th Grade Day Camp experience for building relationships between students and between staff and students.
- Incentive trips for students with good behavior, attendance, and grades.

- Tier 2:
  - Strategic interventions will be put in place for at risk students. Including pending budget: YMA and YWA; and All4Youth
  - Strategic interventions put into placed based on student needs (social emotional and/or both social emotional and academic) along with COST team meeting will be held and interventions including, BSP, incentives, Check ins, accommodations, re-engagement, mentors, parent conferences and restorative measures (Allocate for staff to tutor students before school, at lunch, and after school).
  - one on one mentoring and support in the classroom and for students with behavioral needs.
  - Additional supports will be available for students with anger management and crisis management needs to support students staying in school by reducing the number of students chronically absent and for the purpose of reducing suspensions due to negative behaviors.
  - Teachers in collaboration with Culture and Climate Team will develop and implement a Multiple Tier Support System (MTSS) to support our students behavior needs by using CHAMPS school wide, as well as referrals to COST which, includes SES, restoratives practices utilizing the discipline guidelines and if necessary referral to Attendance task force.
  - Create incentives for students showing more positive behaviors. (Allocate for student incentives, certificates, extra time outside of cafeteria at lunch, food items)
  - Students requiring structured lunchtimes will be invited to Bear Cave to enjoy their lunchtime.
  - Tier 2 Specialist will meet with students for re-entry meetings, check ins, restorative practices, and lead TST meetings.
- Tier 3
  - SST's will be held for students at High risk and referrals will be made for outside agencies as recommended by the team.1:1 Mentors for students with repeat suspensions
  - Additional supports will be available for students with anger management and crisis management needs to support students staying in school by reducing the number of students chronically absent and for the purpose of reducing suspensions due to negative behaviors.
  - All referrals will be handled in a timely manner with documentation and phone calls so students parents and teachers feel supported outside of the classroom at all times.
  - Teachers in collaboration with Culture and Climate Team will develop and implement a Multiple Tier Support System (MTSS) to support our students behavior needs by using CHAMPS school wide, as well as referrals to COST which, includes SES, restoratives practices utilizing the discipline guidelines and if necessary referral to Attendance task force.
  - In school and out of school counseling discussed with families
  - Multiple daily check-in's with assigned staff throughout the day.
  - Student Contracts for Success signed by classroom teachers for history of classroom misbehavior's. Students receive incentives based on completion and success of contract. (Allocate incentives for students spirit school supplies, spirit wear, certificates, lunches, positive calls home)
  - Tier 2 Specialist will meet with students for re-entry meetings, check ins, restorative practices, and lead TST meetings.

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Data review of incoming 7th graders on misbehaviors and suspensions from feeder schools prior to first day of school	VP	Annually

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

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Bi-Weekly review of student suspensions. Weekly review of suspension data	VP and GLA Principal and C0-Admin	Bi-weekly Weekly

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

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

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

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Incentives for improved behaviors with the approval of Admin.	Psychologist, SSE Team, RCA, SSW	Weekly, Monthly, Quarterly

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

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

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Data will be analyzed to determine what planning for action must take place for suspensions based on analysis of discipline report.	Principal with Co-Admin	Weekly
High risk students will attend a COST team meeting and interventions will be put in place and monitored.	COST Team	Monthly
VP/GLA will collaborate with re-engagement teacher, SNRO & COST team when tracking student referrals to transition based on ed. Code. CA's will also work with level 1 & 2 students to ensure they are able to stay in class. This will ensure deescalation and further disciplinary action.	VP/GLA/COST Team/SNRO/CA's	Weekly
REC Teacher, Counselors/teacher/VP/GLA will data chat with a focus on grade correlation with chronic behavior referrals. Intervention for at most risk students will be monitored.	Counselors/VP/GLA/Teachers	Bi-Weekly, pre-progress report and pre-report card intervals.
Students not engaged in Arts, Music, and Athletics will be encouraged to participate in activities of their choice. Students will be counseled for eligibility for athletics. Student engagement data will be monitored monthly through ATLAS.	Campus Culture Director, Athletic Director , COST Team	Monthly
Social Worker will implement and monitor a mentoring program for our at most risk students.	Social Worker	Monthly
Teachers will receive training in cultural proficiency to ensure that daily teachers have an awareness of knowledge, attitudes and skills that support students feeling welcome and part of the school.	Teacher, Admin	Monthly training, daily work.
All YMS ILT team will work with CSI Manager to process and monitor progress of student achievement data (with focus on EL students in ELA).	Admin/ILT/ CSI Team	Monthly

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

- All classrooms will implement CHAMPs, Capturing Kids Hearts, and Restorative Practices at the beginning of the year to each class through direct instruction and throughout the year. Students will learn CHAMPS structures as seen in teacher posters, projections embedded within lessons, and heard through repetition of the teacher in classroom and in cafeteria. Increase school signage for CHAMPs, positive messaging, and school spirit in providing clear expectations for behavior of academic scholars.
- All students will attend and participate in weekly classroom meetings (Bear Necessities) created and monitored by Climate and Culture Team along with DPI.
- Students will be given opportunities to participate in restorative practices/circles and opportunities for correct/reflect code violations. Students will also participate in RIPPLES behavior curriculum once identified as Tier 2 or 3 for behavior. (Allocate for RIpples Curriculum)

- All students with 2 or more suspensions will take place in after school social emotional skill building with SESS and/or psychologist.
- Psychologist will meet with students receiving multiple referrals and/or suspensions to counsel, connect with, and coordinate services as needed for student and family.
- Incentives will be provided for students reducing their referral/suspension percentage.
- COST Model utilized to implement and monitor student support services.
- Student support services include 1:1 counseling, small group counseling, crisis management and intervention, behavior support contracts, and attendance support.
- Continue to support and allocate money to Young Men's Alliance and Young Women's Alliance with FTE instruction, Funding for an African American Student Adviser, curriculum program, specific materials (backpacks, t-shirts etc.), community service projects, study trips, guest speakers and other aspects to encourage participation in this program.
- Continue with implementation of WEB program, mentoring, lunchtime activities, leadership activities, academic planners, assessment and goal setting.
- Assign High Risk students a volunteer staff member mentor to meet with on a regular basis and shadow who will be reimbursed for incentives. Special attention to be focused on our disproportionate students (SPED, EL and AA) to ensure progress.
- Re-engagement teacher will be assigned a caseload of high risk student to help monitor and foster connections.
- Student will be given the opportunity to engage in school service and well as earn incentives/field trips.
- School wide expectations talks will be done each semester.
- Students will have academic agendas/planners to track grades and goals.
- Students will have to opportunity to have a referral to tutoring/intervention/enrichment.
- Students will have opportunities to participate in career pathways/technical education courses, and rigorous high school credit electives through DI program.
- Breakfast & lunch celebrations for improved behavior.
- Students will be given the opportunity to participate in Arts, Music, and Athletic engagements and clubs.
- Students will be eligible to attend school wide activities during Bear Fair. (allocate funding for materials and incentives)
- Teacher will continue to implement a tiered system of classroom discipline that when implemented with expertise, will decrease the number of office referrals and reduce suspensions. In addition, Teachers will include Cultural Proficient instruction.
- For students that are having difficulty attending school or struggling academically and behaviorally, counselors will work with students and parents on possible alternative placement at District supported programs such as the ELearn Academy and Phoenix Secondary when all other interventions and supports have not been successful.
- Yosemite is a CSI School. During our CSI Meetings Yosemite has completed a Root Cause Analysis/ Theory of Action and our CSI Goal is focused on EL Students. Our CSI team has focused on EL's while our site will additionally focus on decreasing suspensions. Our CCT team continually looks at the routines and structures in and out of the classroom. The CCT team also works on the plan for weekly SEL lessons for all students. Our site is also working on increasing cultural proficiency and continually building relationships with all students. Our COST team, led by our VP and School Psychologist work on determining both proactive and reactive supports for students misbehaving or students with suspensions. One of the three indicators Yosemite was deemed a CSI School was because of suspensions (1- EL's SBC proficiency, 2- Chronic Absenteeism, and 3- Suspensions). Yosemite will continue to work on reducing suspensions utilizing CCT, COST, and our discipline guidelines

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of Suspension Rate.

2. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090/7091 funds we plan to support EL students by increasing student desire to be on campus through improving the culture and presentation of the campus as well as increasing student buy in through incentives and monitoring students in hallways using 5StarStudents.

3. Using CSI funds only: What are the planned expenses to support each student group?

With CSI funds we plan to support Socioeconomically Disadvantaged students by providing additional professional learning/conferences for teachers on increasing performance of EL students and providing additional supplies for classroom instruction. Our After School Coordinator will focus on connecting student to school to decrease

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The Hispanic student population is performing at the lowest level in areas of Suspension Rate.

The Students with Disabilities student population is performing at the lowest level in areas of Suspension Rate.

The Socioeconomically Disadvantaged student population is performing at the lowest level in areas of Suspension Rate.

2. Using 7090/7091 Only: What are the planned expenses to support this student group?

With 7090/7091 funds we plan to support Hispanic students by increasing student desire to be on campus through improving the culture and presentation of the campus as well as increasing student attendance through incentives and monitoring students in hallways using 5StarStudents.

With 7090/7091 funds we plan to support Students with Disabilities by increasing student desire to be on campus through improving the culture and presentation of the campus as well as increasing student attendance through

behavior.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Additional staff (Spanish speaking After school/Ext Day Lead) to work with students and parents regarding proactive approaches and behavior interventions.
- All classroom teachers receive updates on suspensions.
- Behavior of EL students will be monitored quarterly.
- Students will be encouraged to participate in Arts, Music, and Athletic activities and be given opportunities for intervention, tutoring, enrichment as well as school wide activities.
- Social Emotional Counselor provides lunch club for Newcomers.
- Staff focuses on entering positive behaviors into ATLAS to reinforce expected behaviors at YMS.

incentives and monitoring students in hallways using 5StarStudents.

With 7090/7091 funds we plan to support Socioeconomically Disadvantaged students by increasing student desire to be on campus through improving the culture and presentation of the campus as well as increasing student attendance through incentives and monitoring students in hallways using 5StarStudents.

3. ***Using CSI funds only: What are the planned expenses to support each student group?***

With CSI funds we plan to support Socioeconomically Disadvantaged students by providing incentives for student attendance and improvements to the campus to increase student desire to attend school. Our After School Coordinator will focus on connecting student to school to decrease behavior.

With CSI funds we plan to support Hispanic students by providing incentives for student attendance and improvements to the campus to increase student desire to attend school. Our After School Coordinator will focus on connecting student to school to decrease behavior.

With CSI funds we plan to support Students with Disabilities by providing incentives for student attendance and improvements to the campus to increase student desire to attend school. Our After School Coordinator will focus on connecting student to school to decrease behavior.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- All students will meet one on one with the academic counselors. Grades, goals, expectations will be reviewed.
- Parents will be notified and given the opportunity to met with teachers and academic counselors to develop an achievement plan.
- Students and parents will be notified and given access to resources such as tutoring at the school site.
- Students with Disabilities:
  - Master schedule adjustments so an SDC Teacher is always teaching throughout the day. If an SDC student is removed from GE class student will be placed with SPED Teacher, **not** in Re-engagement Class for support and de-escalation.
  - Case managers will communicate with GE Teachers throughout year IEP's, and BSP's accommodations of students with disabilities
  - Review Behavioral Plans of students with IEP's and 504 plans with teachers for strategies and cool down areas to create in classes.

Action 3

Title: Increase VAPA Activities

Action Details:

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

- Tier 1
  - All teachers will be trained in best practices in cultural proficiency to ensure all students feel part of the school and welcomed at Yosemite Middle School.
  - Yosemite Middle School will continue to implement new clubs and club sponsorship's to promote student engagement and create a sense of belonging at the school.
  - Yosemite Middle School will implement strategies learned at goal 2 trainings. Continue to fund Character Strong Curriculum with emphasis on building students citizenship and kindness within student population.

- Yosemite will reach out to feeder programs at Leavenworth, Rowell, Mayfair and Hidalgo Elementary Schools to build a climate and culture of high expectations for all students beginning with students' first exposure to Yosemite Middle School.
- Recruit incoming 7th graders to music electives.
- All incoming 7th graders attend orientation day and WEB Day.
- Inform all students of the variety of athletics and activities at Yosemite through Bear Necessities Class Meetings. Students try-out for sports and sign-up for clubs at club rush (once a quarter = 4 x yr) .
- Early diagnosis of students under a 2.0. Have them meet with Academic Counselor for grades counseling and problem solving so they can be eligible for sports.
- Climate and Culture team will work with staff and students to identify and implement additional Arts, Music and Athletics opportunities.
- Teachers in collaboration with Culture and Climate Team will develop and implement a Multiple Tier Support System (MTSS) to support productive student behaviors.
- Safe and Civil Schools procedures and Restorative Practices will be implemented school-wide, to provide a positive school climate and culture.
- Admin will work with staff and students to promote positive relationships and activities
- Contracts will be offered to staff who sponsor an after school, during lunch or before school engagement activity.
- Tier 2 Specialist will also connect his caseload with VAPA activities to connect students to school.

- Tier 2
  - School wide campus culture will be implemented and be reinforced through Bear Necessities classroom meetings.
  - Students will be given the opportunity to engage in sports athletics, clubs activities throughout the school year.
  - Teachers will identify and select two students a month to honor as Grizzly Bear of the month for demonstration of good character in the classrooms.
  - Students new to Yosemite after August identified by School Climate and Culture Director/After School Lead (Spanish) and engage in entry Bear Cave lunchtime activities for meeting new friends and learning the Yosemite Way.
  - Students with misbehavior's are identified by School Climate and Culture Director/After School Lead (Spanish) and connected with athletics and/or activities or creates new activities to interest student in connecting to school. Communication with parent and family is included.
- Tier 3
  - Students not engaged in school activities will be identified, counseled and encouraged to participate in activities of their interest.
  - Students that are new or high risk will be counseled one on one to identify school engagement interest
  - Students identified that have not been connected to Yosemite meet with School Climate and Culture Director/After School Lead (Spanish) in a mentorship building relationships and connections to school.
  - Student will be connected with club or sport as possible manager/assistant; becomes School Climate and Culture Director assistant for Intramural; co-creates an interest activity and connects to another staff member; or joins an activity.
  - Student needing stronger connections may be enrolled in Men's Alliance, Women's Alliance, or their 1st choice elective.

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
YMS Calendar of Events 2020-2021 to promote and recruit students to engage in activities.	Campus Culture Team, School Climate and Culture Director/After School Lead (Spanish), Principal, Climate and Culture Team	Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Campus Culture Team (Director, Major, Minor) will document engagements and participation on ATLAS weekly. Students involved in clubs with ASP will be monitored.	Campus Culture Team, After School Lead (Spanish), Principal	Monthly review

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
School Climate and Culture Director/After School Lead (Spanish) will review monthly engagement data. Students not engaged will be identified and counseled and invited to participate in activities including athletics, after school activities, and academic enrichment activities. African America, SPED students, Foster Youth, and English Learner Students will be the focus as they were found to be the lowest subgroups. Staff member will also share school survey data on "I feel like I am part of this school." Discussion on how student can feel that they are part of Yosemite.	School Climate and Culture Director/After School Lead (Spanish), Principal	Ongoing

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
School Climate and Culture Director/After School Lead (Spanish) will review monthly suspension and misbehavior data in conjunction with engagement data. Students not engaged will be identified and counseled and invited to participate in activities including athletics, after school activities, and academic enrichment activities. Staff member will also share school survey data on "I feel like I am part of this school." Discussion on how student can feel that they are part of Yosemite.	School Climate and Culture Director/After School Lead (Spanish), VP	Ongoing

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Club sponsors and advisors will document attendance in engagements and report to campus culture coordinator.	Club Sponsors	Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Athletic Director will review and input sports rosters. As well as ensure all athletics are accessible to all eligible students.	Athletic Director	Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Campus Culture Coordinator will host "CLUB RUSH" at the start of each quarter to ensure all students know what clubs and activities are available and sign up to join. Students will be encouraged and actively recruited to join.	Club Advisors/ Campus Culture Coordinator	Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
All teachers will implement "Bear Necessities" in order for students to develop a sense of character and implement kindness on campus using Second Step Curriculum.	Teachers	Monday and on Tuesday if Monday a holiday.

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

- Bear Necessities via Second Step Lessons, School spirit rallies, quarterly sports recognition, practice and game uniforms to encourage school spirit, safety equipment, and regular/progress reports will assist in high quality, meaningful program for student engagement.
- Athletic programs/Extracurricular activities/school wide clubs will be supported for both boys and girls through academic assistance and performance incentives.
- Students will be allowed opportunities to participate in athletic programs (football, basketball, volleyball, track, cheer etc.)
- Students will be allowed opportunities to participate in clubs that direct interest them.
- WEB program for mentoring during lunchtime activities, community service projects, leadership activities on and off campus, and assisting with campus projects.
- Increase methods of recruiting students to participate in extra curricular activities.
- Include virtual pep rallies to increase student engagement.
- Cultural Clubs will be supported to engage our disproportionate/disadvantaged students (African American) Black Student Union, Spanish Club, MECHA, EL Club for newcomers, Hmong student union, etc.) Cultural Fairs Students not engaged in activities will be identified and counseled.

- Invite high school and art organizations to connect to clubs and recruit students.
- Encouraged at club rush to join. Assemblies in the arts to foster school participation and interest.
- Mentoring for at most risk students.
- Student leadership and coaching positions will be trained to work with functional skills students to ensure cohesive inclusion
- Students will work with School Climate and Culture Director/After School Lead (Spanish) to connect to arts, athletics, and activities.
- Students will receive lanyards to hold their identity and their YMS affiliations to activities and athletics.
- Students will be recognized for their participation. (Allocate for athletic supplies and materials, certificates, trophies, safety equipment, containers, uniforms, shoes, socks, knee pads, and other materials and supplies needed).
- Students will be allowed to participate in clubs. Increase activities during lunch to recruit students into clubs. Also include online activities to recruit students. (Allocate for staff stipends, wide variety of materials and supplies, buses, travel, student conferences, spirit shirts, security)
- Students in 7th grade will attend WEB day. 8th grade students can join WEB leaders. (Allocate for WEB conference for teachers and leaders, travel, teacher subs, leader subs)
- Students will participate in school activities including rallies and Bear Fair (Allocate for teacher subs, materials and supplies)
- Students will be provided a spirit shirt (Allocate for spirit shirts)
- Students will be in a secure environment during evening, or Saturday events such as sports and performances. (Allocate for security)
- Students culture will be celebrated through individualized events, such as Hmong New Year.
- Students will receive YMS Incentives for those involved in activities (Allocate for spirit shirts, hats, sweatshirts, school supplies)
- Students will receive updated technology needs for clubs (Robotics, Entrepreneurship). (Allocate for student computers, robotics materials and supplies, speakers, screens/monitors, printers, ink, and other technology needs).
- Student rewards and incentives trips will be offered for students to colleges and Roosevelt School of the Arts Performance.
- Support for YMA and YWA Instruction, curriculum, materials (backpacks, shirts, food, etc), community service projects, study trips, and other aspects of engagement that would encourage full participation.
- Student leadership and coaching positions will be available to work with our Severe Behavioral Program students.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of suspensions.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by purchasing supplemental music curriculum and supplies for drama performances.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090/7091 funds we plan to support English learner students by providing incentive trips for students to support learning in drama and band classes.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

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

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The Hispanic student population is performing at the lowest level in areas of Suspension Rate.

The Students with Disabilities student population is performing at the lowest level in areas of Suspension Rate.

The Socioeconomically Disadvantaged student population is performing at the lowest level in areas of Suspension Rate.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support Hispanic students by purchasing supplemental music curriculum and supplies for drama performances.

With Title I funds we plan to support Socioeconomically Disadvantaged students by purchasing supplemental music curriculum and supplies for drama performances.

With Title I funds we plan to support students with disabilities by purchasing supplemental music curriculum and supplies for drama performances.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090/7091 funds we plan to support Hispanic students by providing incentive trips for students to support learning in drama and band classes.

With 7090/7091 funds we plan to support Socioeconomically Disadvantaged students by providing incentive trips for students to support learning in drama and band classes.

With 7090/7091 funds we plan to support students with disabilities by providing incentive trips for students to

support learning in drama and band classes.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

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

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

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✔	94 %	97.7 %	2023-2024	98.8 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

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

Staff Goal - Staff Professional Learning and Supports

1. Provide professional learning for staff
2. Provide summer opportunities for staff PL
3. Recognize teachers success at Yosemite
4. Providing planning time for staff is difficult with limited subs

Staff Survey-Overall Positive in Belonging Domain

1. Staff Socials
2. Staff treats
3. Staff Affirmations

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

StaffGoal - Staff Professional Learning and Supports

1. Challenges with teacher coverage when there is no sub and assigning teachers to cover class
2. Limited subs for covering classes to planning time during the day
3. Limited subs made it difficult for coaching teachers during the school day
4. Utilizing teachers as coaches limited the interaction with other staff in PL/PLC time, due to conflict.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Budget set aside for subs was utilized for teacher extra duty contracts instead, allowing teachers to work together in off duty time. However, this limited the number of available teachers.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

1. Budgeting for sub coverage to support sub shortage at site
2. Attempting to quickly hire and train new staff if possible
3. Continuing Ice Breakers at the beginning of Staff PL's and Meetings
4. Utilize ILT time to train ILT members on how to lead PLC toward encouraging teacher retention.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

Continue staff retreat and increase socialization time for staff, peer mentors, use of instructional leadership team, increase teachers participation in hiring process, Department competitions to increase motivation

2 ELAC:

- Increase teachers in hiring process
- Staff input in Professional Learning
- CCT will discuss both staff and student needs
- Staff Appreciation Days
- Use of Campus Culture Team
- Use of Instruction Leadership Team
- Staff Relationship Building
- Peer Mentors
- Professional Learning Communities
- Staff retreat

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Allow for ease within classroom by supporting student behavior. Continue recognizing staff for years of service. Offer free items to staff including clothing and food. Encourgae relationships with competitions and team bonding. On campus coaching.

Action 1

Title: Increase Staff Culture Climate Survey - Sense of Belonging

Action Details:

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

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

- CC Director, CC Major, and CC Minor positions will be on the Campus Culture Team

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Staff Meeting Agendas will include ice breaker and connect before content activities	Admin	Monthly
Employee Lawson databank will be used to determine length of service to Yosemite Middle School	Admin, Office Manager	Annually in June
Staff Culture Climate Survey - Sense of Belonging	Admin	Annually
Climate Culture Leads will incorporate activities with ALL staff in addition to students	CCT Lead VP	Monthly
Culture Climate Team (CCT) will discuss both student and teacher data in regularly scheduled meetings	VP	Monthly
Campus Culture Director will create a calendar of events for the year including spirit days, club rush days, red ribbon week, quarterly rallies, and quarterly staff outings with the help of the Campus Culture Team.	Campus Culture Director Principa	Annually by May 1st for upcoming year, then reviewed at EOY and then quarterly for any refinements

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

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

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

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

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✔	94 %	99 %	2023-2024	100 %
Fall Climate & Culture family survey - percent favorable in family engagement domain	✔	94 %	99 %	2023-2024	100 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

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

FamilyGoal - Parents will be signed up to get regular education updates and be notified about upcoming opportunities

1. Registration and Back to School Night
2. Parent connect meetings - coffee hour, etc.
3. ATLAStutorials
4. Home visits with info on Parent Square, ATLAS, Microsoft TEAMS
5. Progress Reports
6. Email communication
7. Parent Square
8. Individual Parent Conferences
9. Phone Communication
10. Social Media Communication on Facebook, Instagram, Remind 101
11. WeeklyPrincipal Message

12, SSC, ELAC, A2A meetings

Parent Survey- Respected and Welcomed

1. Increase communication to families through various platforms
2. Office staff trained in customer service
3. Progress Monitoring Feedback from parents verbally/surveys

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

FamilyGoal - Parents will be signed up to get regular education updates and be notified about upcoming opportunities

1. Communication issues in reaching parent and with language barrier - Mixteco is still unavailable through district translation services
2. Technologyissues
3. Family transiency with living arrangements

Parent Survey- Respected and Welcomed

1. Communication issues in reaching parent and with language barrier - Mixteco is still unavailable through district translation services
2. Transportation issues, not all families have cars or ability to take bus
3. Short staffed in office, parents call can't get through.

4. Utilizing the language of the surveys with the parents regularlyfor understanding and clarity

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

1. Challenges at getting parents to attend events or listen to recorded message
2. Not all parents have phones/technology to communicate with school

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

1. Increase positive contacts home, beginning before school starts.
2. Increase positive contacts home
3. Incentives for parents to attend school events

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

Continue the items in prior SPSA:

- Parent Meetings
- Positive Phone Calls home
- Train Office on Customer Service
- Connect with students with excess absences

2 ELAC:

Continue the items in prior SPSA:

- Parent Meetings
- Positive Phone Calls home
- Train Office on Customer Service
- Connect with students with excess absences

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Tangible give aways/raffles such as food or clothing, events with parents such as breakfasts, paint nights or parties, Increase communication with parents through contact and ParentSquare,

Action 1

Title: Increase Parent Culture Climate Survey-Respect and Welcomed

Action Details:

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

- Office Staff will greet parents with a smile when entering campus and show care and compassion while speaking to a parent.

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

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Monthly Parent Meetings scheduled during the day and in the evening	Counselor	Monthy
Positive Phone calls to parents by teachers, support staff, and admin documented in ATLAS.	GLA	Monthly
Office staff trained yearly on customer service.	GLA Office Manager	Annually
Office staff updated regularly on schoolwide programs and events such as Dual Immersion, Quarter Grades, and any new schoolwide changes to communicate to parents.	Principal Office Manager	Weekly
Feedback to office staff based on what is observed in the office by admin and what is shared from parents speaking to admin.	Principal Office Manager	Monthly, and as needed

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

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

*

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

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

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0505 Yosemite Middle School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Ovr			Classified Overtime	500.00

$500.00

2024-2025 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 **No IEPs**	10,001.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Books	15,000.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Student Computers (G1A2, G1A3, G2A1)	19,000.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement (G5A1) **No incentives or food**	2,568.00
G1A1	ESSA-CSI	Instruction	Teacher-Supp			Teacher PL August **No IEPs**	76,624.00
G1A1	ESSA-CSI	Instruction	Mat & Supp			: Classroom materials and supplies **No incentives or food**	5,612.00
G1A1	ESSA-CSI	Instruction	Nc-Equipment			: Tech for classrooms.	9,000.00
G1A1	ESSA-CSI	Other Pupil Services	Cls Sup-Reg	Coordinator I, Extended Learning	0.6180	Also G1A2, G1A3, G3A1, G3A2, G3A3 Split funded Yosemite 0.6180 FTE and Extended Learning 0.3820 FTE.	105,216.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Substitutes	5,974.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Campus Improvements, Classroom Supplemental Supplies	125,174.00
G1A1	Sup & Conc	Instruction	Travel			PL Conferences (G1A2, G1A3, G3A1, G3A3)	24,000.00
G1A1	Sup & Conc	Instruction	Direct Trans			Incentive Trips G1A1, G1A2, G2A2, G3A1, G3A2	30,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Computer Maintenance	3,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Planners and communication (G1A2, G1A3, G4A1)	4,000.00
G1A1	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Lead, After Schl/Ext Day	0.4000	G1A2, G3A1-2	31,910.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Headphones for CAASPP, Classroom Supplies	39,365.00
G1A1	LCFF: EL	Attendance & Social Work Servic	Cls Sup-Reg	Lead, After Schl/Ext Day	0.6000	G1A2, G3A1-2	47,863.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Site Licenses, Next Gen Math, Illuminate, NearPod.	19,540.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Supplemental Curriculum and Supplies (G1A1, G2A3) **No incentives or food**	10,431.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	900.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Ovr			Classified Overtime	500.00
							$585,678.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$77,040.00
ESSA-CSI	3182	$196,452.00
Sup & Conc	7090	$224,058.00
LCFF: EL	7091	$88,128.00
Grand Total		**$585,678.00**

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	$585,178.00
G5 - Increase inclusive opportunities for families to engage in their students' education	$500.00
Grand Total	**$585,678.00**