Yokomi Elementary

10621666006068

Principal's Name: Stephen Zoller

Principal's Signature:

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

Table of Contents

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

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

Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Stephen Zoller	X				
2. Chairperson – Rosanna Puentes				X	
3. Chua Xiong			X		
4. Jeanine Giacomini		X			
5. Rhonda Padjan		X			
6. Sarah Mukai		X			
7. Regina Banks				X	
8. Esmeralda Delgado				X	
9. Angela Rivas				X	
10. Amanda Sciacca				X	
11.					
12.					
13.					
14.					
15.					

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

Yokomi Elementary   Title I SWP/ATSI

Required Signatures

School Name: Yokomi Elementary			
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	Stephen Zoller	*[signature]*	4/10/24
SSC Chairperson	Rosanna Puentes	*[signature]*	4-10-24

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

FY 2024/25

Yokomi - 0565

ON-SITE ALLOCATION

3010	Title I	$83,970 *
7090	LCFF Supplemental & Concentration	$261,456
7091	LCFF for English Learners	$66,096

TOTAL 2024/25 ON-SITE ALLOCATION   **$411,522**

* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	$2,488
Remaining Title I funds are at the discretion of the School Site Council	$81,482
Total Title I Allocation	$83,970

Yokomi Elementary 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)	✔		42.3 %	2023-2024	46 %
SBAC ELA - Average distance from standard	✔	3 pts	-18.7 pts	2023-2024	0 pts
SBAC ELA - percentage of students met/exceeded standard	✔	49.87 %	44.5 %	2023-2024	47.6 %
SBAC Math - Average distance from standard	✔	-10 pts	-23.8 pts	2023-2024	-5 pts
SBAC Math - percentage of students met/exceeded standard	✔	44.38 %	42.1 %	2023-2024	45 %

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.

ReadyELAD2On Level i-Ready

increase from Test #1 to #2 27%to 41%:

Teachers align instruction with CFA assessments to IABs to SBAC.

Grades 3-6 use the SBACIABs to prepare students throughout the year.

iReadyELAdata shows progress in moving students toward grade-level expectations

Teachers use the VC and strategically use components that meet the content and rigor of the standards.

Collaboration - PLCs are driving success in student achievement. Grade levels select focus standards, then monitor with IABs/CFAs and intervention support across curricular areas.

Planning days have been utilized to plan CFAs and support for students based on the results

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

This year is the first full year in grades 3-6 in which teachers are not departmentalizing by subject area. This was difficult at first, as many of the teachers had not taught both ELA and Math for several years. Much of the planning time at the beginning of the year focused on creating standards maps and discussing instructional practices.

As the year has progressed the teachers have gotten more comfortable teaching both subject areas and PLC work has focused more on student achievement data and the supports to meet their needs. This structure will ultimately allow for more collaborative PLC time to meet the needs of students and improve the instructional practices of the teachers.

Some student groups receive limited exposure to grade-level content if they are struggling with gaps in prerequisite skills. Opportunities for support as well as grade level instruction are key to removing the disproportionality.

Attendance remains a large contributing factor to student performance. We continue to have higher rates of

CTs for early intervention have helped in preparing students to be on grade level in reading by 3rd grade with all students increasing their scores on iReady

HomeworkClub has been taking place this year.

I-ReadyMath D2On Level i-Ready

math scores increased from 14%to 30% from tests 1 to 2.

Teachers align instruction with CFA assessments to IABs to SBAC.

Grades 3-6 use the SBAC/IABs to prepare students for the rigor and format of the SBAC.

Teachers implement the GVC and strategically use components that meet the content and rigor of the standards.

Collaboration - PLCs are driving success in student achievement. Additional times have been given for planning during professional development days. Each grade level has developed math intervention plans to respond to student needs for intervention

chronic absenteeism. Students who are not at school are not able to receive the additional support we are providing.

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).

All actions have been implemented. However, we have had to change some sub days to supplemental planning time for the teachers. We also built specific PLC time into our teacher meeting hours. Additionally, we have been providing support but attendance issues continue to be a concern this year with our most strategic student groups. Providing consistent support for some students has been difficult.

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.

We will continue to use the current metrics to determine the necessary support for students. In addition, we have begun to utilize DIBELS as an assessment for all K-2 students and our 3-6 grade students who are still acquiring reading skills. Continued work with the teacher is needed to support the PLC process and allow time for teachers to plan, review assessment data, and create support groups.

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).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
Summarized results from the SPSA input survey:	Summarized results of the SPSAInput survey:	Summarized results from the SPSA input survey:
Continue with CT supports, RCA, supplemental instructional materials and supplies.	Keep Certificated Tutors	Continue with CT supports, RCA, supplemental instructional materials and supplies.
Look at continued ideas to decrease attendance concerns	Sub teachers to help with parent SST meetings including child care when needed.	Look at continued ideas to decrease attendance concerns

Review social-emotional supports for students to support with student misbehavior. Increased school engagement through art, activities, clubs and athletics	Keep Homework Club and other tutoring opportunities	Review social-emotional supports for students to support with student misbehaviors.

Action 1

Title: Reading and Writing on Grade Level and Beyond

Action Details:

The school will provide effective reading instruction at all levels to improve reading comprehension, speaking, listening, and writing skills that promote grade-level literacy outcomes. Tiered levels of intervention will include good first standards-aligned instruction, using multiple forms of formative data to monitor and reteach, differentiated classroom instruction, flexible student groupings, and building literacy skills in subject areas.

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

- I-Ready Data
- SBAC Data
- DIBELS, BAS, FSA
- EL Performance Band movement and Redesignation (ELPAC & Redesignation criteria)
- Common Formative Assessments- Written responses and performance task formats
- IABs

Owner(s):

- Grades K-6 Classroom Teachers
- Principal & Vice Principal
- Certificated Tutors
- Instructional Coach

Timeline:

Implementation of actions will take place in August of 2024 through June 2025 with monitoring as assessments become available:

- SBAC- August
- IReady - August, November, March
- DIBELS-September, January, May
- EL Performance - August, October, February, and May
- Common Formative Assessments/IAB: At least one per Month

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

- Blended Learning strategies and structures will be implemented to meet student needs by using direct teaching with the use of technology. This will provide opportunities for students to use technology for learning, practicing, collaborating, and creating in ELA. Embedded in these structures will be differentiation for remediation and acceleration (Tier 1).
- Teachers will use the GVC Wonders as the vehicle for delivering good first teaching of grade-level standards. This includes the GVC that specifically supports ELs with strategies and resources (Tier 1).
- Inquiry and standards-based science (aligned with New Generation Science Standards) are taught multiple times weekly in a hands-on science lab setting in grades 1-6 (Kindergarten receives science instruction daily in their classrooms). Emphasis is placed upon developing and teaching students to effectively use critical thinking skills such as analysis and interpretation of data, inference, reading comprehension, compare and contrast, and clarity of written expression (Tier 1).
- provide grade-level and departmental PLCs supplemental time or substitute days for the purpose of planning instruction, reviewing data, and planning interventions/enrichment.
- Science notebooks are an additional tool used to improve writing skills in 1 - 6 grades.
- Kinder-3rd grade students will receive differentiated literacy instruction for 30-40 minutes during reading deployment, which includes services from our certificated tutors (Tier 1).
- 4th-6th grade will a multi-tiered system of support for students that will be supported by a certificated tutor.
- Students and/or teachers will use technology to engage in literacy activities on a daily basis.

- Teachers in grades 3-6 will have flexible groupings during rotations to provide students with intervention and acceleration. Groupings will be based on student needs as identified by CFAs and other district assessments, with special consideration for significant sub-group disproportionality: ELs, Foster Youth, Homeless, and Special Education (Tier 1 and 2).
- Support all EL students in grades TK-6 in the delivery of integrated instruction in all curricular areas (ELA, math, science lab, science-based literacy, social studies/art/music, and P.E.) on a daily basis with a special emphasis on science.
- Continue to have students rotate/deploy to a variety of teachers with students in grades 1-6 rotating for a science lab, social studies, art, music, math intervention/enrichment, and P.E.
- Supplemental books, materials, and technological supplies will be provided to support student understanding of science/social studies literacy and language arts (Tier 1 and 2).
- In order to maintain the technology portion of Yokomi's magnet focus, teachers will utilize digital displays, computers, document cameras, and various other technological equipment to deliver rigorous, high-quality instruction.
- Students will have access to current computer materials, software, site licenses, etc.
- Yokomi will utilize site copiers to provide additional materials, supplemental Take-Home books, practice guides, etc. to deliver instruction.
- Agendas/Planners will be provided to all students in grades 3-6 to train them to organize their workload and develop both short and long-term planning skills.
- Computer Repair (HEAT Tickets) will be funded
- Substitute Teachers may be used to release teachers to attend SST meetings.

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.

Our English Learner population is only indicated as red with English Learner Progress due to a lower number of students making progress this year than in previous years.

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

- K-3rd grade English Learners will receive designated ELD instruction during our literacy deployment and through strategic grouping. This model includes utilizing Certificated Tutors to support ELD instruction.
- Teachers will deliver integrated ELD using Frontloading, Academic Language in context, and SDAIE strategies.
- Site licenses for software and websites to support English language acquisition will be purchased.

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

- 4th - 6th grade English Learners receive designated ELD instruction utilizing strategic grouping during academic rotations and employing Personalized Learning instruction. The certificated Tutor will also pull small groups of students to provide support.
- Homework Club for EL students.
- Trained Assessors will be used to help administer parts of the ELPAC assessment.
- Certificated Tutor support - deployment for differentiated ELA needs

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 strongly believe that Yokomi's rich curricular experience benefits all of our students, but particularly our EL students as they continue to develop and master English proficiency using an integrated instructional approach.
- Teachers will deliver integrated ELD using Frontloading, Academic Language in context, and SDAIE strategies.
- Other instructional strategies to help EL students include sentence frames, graphic organizers, and talk moves during academic discussions.
- Supplemental books/materials/technology including awards for continued growth or proficiency

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.

We do not have any student groups performing in the lowest performance area. However, Hispanic, socioeconomically disadvantaged, and English Learner students fall into the orange performance band. Therefore, continued consideration for these students is needed.

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

- Certificated Tutors to support with small-group interventions
- Additional supplemental instructional supplies will be purchased
- Child care and language interpretation will be used during parent meetings

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

- Certificated Tutors will provide support for strategic groups of students based on the assessed needs of the students.
- Substitute teachers will be hired and SSTs will be held for low-performing students to address any learning or social/emotional needs (Tier 2 and 3)
- RCAs will work with students experiencing social/emotional issues that may impact their learning (Tier 2).
- EL students will receive help with ELA homework after school in the Homework Club (Tier 2)

4. As a site: What are planned actions to support this student group?

Tiered Levels of support will be provided in the following ways for students who are low-performing:

- Certificated Tutors will either team with the classroom teachers or "pull out" to work with identified students in order to maximize instruction and accelerate student learning.
- Special consideration will be given to students who fall into significant sub-groups where achievement is disproportionate such as ELs, Foster Youth, Homeless, and Special Education students. This provides the teachers a built-in intervention time with fewer students to focus on teaching mastery of early literacy skills and standards (Tier 2).
- Blended Learning will address individual learning needs by using a combination of direct teaching and the use of technology to differentiate learning (Tier 1).
- Teachers in grades 3-6 may have flexible groupings during rotations to provide students with intervention and acceleration. Groupings will be based on student needs as identified by CFAs and other district

- Specific planning time for data review and planning instructional supports for EL students

assessments, with special consideration for significant sub-group disproportionality: ELs, Foster Youth, Homeless, and Special Education (Tier 1).

Action 2

Title: Math at Grade Level and Beyond

Action Details:

The school will implement a comprehensive math program that will focus on CCSS math standards and support students at all levels. Teachers will continue to embed CCSS instructional shifts while providing support for students based on their assessed needs. Students not meeting or exceeding grade-level standards on the SBAC will receive differentiated support and opportunities to improve through tiered levels of intervention.

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

Explain the Progress Monitoring and data used for this Action

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

- SBAC Data
- iReady
- Math FSA
- Common Formative Assessments
- IABs
- math benchmark assessments (to be developed usign IAB of FIABs)

Owner(s):

- TK-6 Grade Teachers
- Principal and Vice-Principal
- TSA
- Instructional Coach

Timeline:

Implementation of actions will take place in August of 2024 through June 2025 with monitoring as assessments become available:

- SBAC- August
- FSA/iReady - August, November, March
- Common Formative Assessments- at least one per Month
- IAB: quarterly

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

- Teachers will use Go Math curriculum as their main source of resources, strategies, and materials to teach grade-level standards.
- provide grade-level PLCs supplemental time or substitute days for planning instruction, reviewing data, and planning interventions/enrichment.
- Flexible grouping of 3rd – 6th grade students will give teachers opportunities for intervention and acceleration. Groupings will be based on student needs as identified by CFAs and other district assessments, with special consideration for significant sub-group disproportionality: ELs, Foster Youth, Homeless, and Special Education.
- Blended Learning Strategies will be used to engage students in the use of technology in the classroom setting to allow students to practice and collaborate around math grade-level standards.
- Identified GATE students will receive instruction to meet their needs through differentiated instruction that will challenge, enrich, deepen, extend, and accelerate their learning.
- Students in ASES or EL Homework Club will receive help with math homework after school.
- Agendas/Planners will be provided to all students in grades 3-6 to train them to organize their workload and develop both short and long-term planning skills.
- instructional support for teachers with the instructional coach

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.

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.

English Learner student population is performing at the lowest level in areas of English language acquisition. However, in mathematics, this subgroup is in the orange level on the state dashboard.

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 teachers additional planning opportunities focused specifically on meeting the language needs of our EL students during their math instructional block.

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

- With 7090 or 7091 funds we plan to support English learner students by utilizing certificated tutors to provide the language support necessary for students to be able to understand and solve math word problems.
- After School Homework Club, specifically for EL students, will provide additional help and instruction in their primary language including support in mathematics

4. As a site: What are planned actions to support English learner students?

- We strongly believe that Yokomi's rich curricular experience benefits all of our students, but particularly our EL students as they continue to develop and master English proficiency using an integrated instructional approach ensuring language acquisition and science is integrated into all instructional areas.
- K-6th grade English Learners will receive integrated ELD instruction during math utilizing strategic grouping.
- Math supplemental resources that support EL students will be utilized.
- Teacher planning time to determine supports and supplemental materials needed to support the ELD standards and framework.
- Teachers will deliver integrated ELD using Frontloading, Academic Language in context, and ELD strategies.
- Other instructional strategies to help EL students include sentence frames, graphic organizers, and talk moves during academic discussions.
- Supplemental books/materials/technology

We have no student groups performing in the red area on the state dashboard. However, our English learners are in the orange group. As a result, we will continue to focus on EL support during mathematics instruction. Additionally, we will continue to implement previous actions for our socioeconomically disadvantaged and Hispanic students to continue with their improvement.

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 teachers additional planning opportunities focused specifically on meeting the language needs of our EL students during their math instructional block.

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

- With 7090 or 7091 funds we plan to support strategi student groups by utilizing certificated tutors to provide the language support necessary for students to be able to understand and solve math word problems.
- After School Homework Club, specifically for EL students, will provide additional help and instruction in their primary language including support in mathematics
- SSTs will be held to address the specific academic and social/emotional needs of low-performing students.

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.

Tiered levels of support will be provided in the following ways for low-performing students:

- Flexible grouping of 3rd – 6th-grade students will give teachers opportunities for intervention and acceleration. Groupings may be based on student needs as identified by CFAs and other district assessments, with special consideration for significant sub-group disproportionality: ELs, Foster Youth, Homeless, and Special Education.
- Blended Learning Strategies will be used to engage students in the use of technology in the classroom setting to give students the opportunity to practice and collaborate around grade-level standards.
- Grades 3-6 will provide a Tier 2 intervention time for math either with a second rotation, homeroom, or a time during the afternoon activities.
- Before and/or after-school tutoring will be offered through the site and Library Grant funding. Special consideration will be given to students who fall into significant sub-groups where achievement is disproportionate: ELs, Foster Youth, Homeless, and Special Education.
- SSTs will be held to address the specific academic and social/emotional needs of low-performing students.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0565 Yokomi Elementary (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-Regu	Tutor	0.4375	Reading and Math Intervention support for all students.	54,801.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Prof Dev Planning Subs *No IEPs*	4,347.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Site Licenses RAZ Kids BrainPop FIRST Reflex Math Generation Genius Site license: A to Z, reading, Seesaw.	8,875.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Funds to cover adjustment related to CBA longevity payment agreement. *no food no incentives*	5,363.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Placeholder, for remaining cost of Kimberly Clark *No Food No Incentives*	8,096.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375	Reading and Math Intervention support for all students.	62,370.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375	Reading and Math intervention support for all students.	54,801.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Prof Dev Planning Subs	1,608.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Prof Dev./Tutoring/Grd Level Planning/SST/IEP	8,584.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Homework Center for English Learners (3)	6,567.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Instructional Supplies	14,583.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Placeholder for remaining cost of Cathy Oliver	8,097.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Funds to cover adjustment related to CBA longevity	5,364.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology (new/replacement)	500.00
G1A1	Sup & Conc	Instruction	Oth Equ Mnt			Equipment Maintenance copiers/printers/postmakers	20,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			HEAT repairs	500.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	150.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4375	Reading and Math intervention support for English Learners.	58,166.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	4,533.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Instructional supplies	3,397.00

$330,702.00

05/13/2024

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	✔	89.94 %	86.6 %	2023-2024	89 %

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 through science integration.

Yokomi has offered a variety of activities for multiple grade levels to be involved:

-Robotics

-ScienceOlympiad*

-Peach Blossom

-Coding *

 -Drama

-Choir

-Reading Clubs *

-Gardening *

-All Sports

*not offered this year due to not finding a lead staff

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

We continue to seek out staff to sponsor clubs but have not been able to get all backup and going. However, several enrichment opportunities happen during our After School program.

With the transition of departmentalization in 3rd through 6th grade teachers are working collaboratively to integrate science and other real-life opportunities into all subject areas. Since this has not been done by teachers for several years we missed some opportunities at the beginning of the school year.

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).

This year we were able to reinstate many additional clubs and activities this year. Unfortunately due to a lack of staff able to take extra supplemental contracts,we had several activities that did not take place this year. Additionally,

some of the additional activities typically run as clubs are now integrated into the after-school program.

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.

This year we were able to reinstate many additional clubs and activities this year.

In addition to these extracurricular activities, we will work with the teachers to provide more real-life lessons connected to science and other student interests.

Unfortunately due to a lack of staff able to take extra supplemental contracts, we had several activities that did not take place this year. Some activities were added to ASES but not made accessible to all students yet.

We have done an interest list for students and parents and will use this to recruit additional students and teachers.

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).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
Parents have appreciated many of the clubs and activities provided. They would like to see more science-related clubs like engineering and robotics to start again. Additionally, arts-related activities with performances are included.	Parents would like to see cultural activities such as Folklorico start again. They enjoyed the cultural night put on by the PTA	The staff recognizes the positive connections that are made when they are engaged with students beyond the academic school day. They feel that this has fostered better attendance and effort. Since staff is not taking on the supplemental contracts for these activities we are looking at alternatives to who can lead these clubs. Teachers are also interested in more real-life opportunities to integrate into the instructional day.

Action 1

Title: Involvement in Real-World learning & community service

Action Details:

The school is committed to offering our students a wide variety of opportunities to be engaged in arts, activities, and athletics. We believe that this fosters a positive school connection and let's students explore areas of interest.

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

- Engagement participation will be updated quarterly
- Monitor district updates on participation rates

Owner(s):

- Classroom Teachers
- Principal and Vice Principal
- Outside engagement providers

Timeline:

Implementation of actions (in-person) will take place in August of 2022 through June 2023 with monitoring as assessment become available.

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

Students will have opportunities to listen, share, and discuss concerns at weekly Classroom Meetings. We will continue to work on the area of 'Self Efficacy'.

Interschool athletics offered to 5th /6th-grade students (football, volleyball, soccer, basketball, softball, and cross country(3rd – 6th, adding e-sports).

Opportunities for students to become involved in community collaboration efforts include the following:

1. Community and UCSF doctors/residents mentoring partnership
2. Career/business awareness presentations sponsored by Junior Achievement.
3. Sierra Outdoor Education study trip
4. 6th grade community clean up project

Real-world learning opportunities for students

- Band, recorder, choir, and chime choir students will be encouraged to perform at school programs and/or special events. This now includes beginning music instruction in 2nd and 3rd grade.
- Extended Learning (after-school program) opportunities for K-6th grade to include: tutoring, homework club, sports, and recreational activities.
- Students earn Giant tickets for modeling the Guidelines for Success/Safe &Civil Schools. Weekly raffles are held at each lunch period.
- Quarterly awards assemblies will be held to recognize students for the following achievements: Principal's Honor Roll, Honor Roll, Merit List, Academic All-Star, Rising Star, Math Facts, Perfect Attendance, and Citizenship.
- Students will be recognized through Monthly Character Counts celebrations and parents will be invited to attend.
- Students in K– 6th grades will be informed and encouraged to participate in a broad range of arts and activities such as the following: Folklorico, sports, Reading Clubs, Peach Blossom, Choir, Haru Matsuri (Spring Festival) / Art Hop, Science Olympiad, Science Fair, Family Exploration Night, Robotics Club, Study-trips, Junior Achievement Day(2nd grade), Girl Scouts, Winter/Spring Programs, 6th Grade End of Year Social and Promotion Ceremony, Yokomi Elementary School (YES) News Team, PTA sponsored activities, poster/essay contests, Art Club, and Drama Club.
- We will provide the opportunity for students and their families to attend our annual Book Fair.
- Substitute teachers will be provided to support engagement activities such as 6th-grade camp, Peach Blossom, Science Fair judging, etc.
- Bus Transportation may be provided for various engagement activities that are off-campus

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.

The English Learner student population needs to be involved in these additional real-life opportunities to help build their English language acquisition.

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 learners by providing communication in their primary languages so they can be aware of activities. Additionally, we will provide translation services for students and parents as necessary through extra time for the HSL and supplemental contracts.

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

With 7090 or 7091 funds we plan to support English learners by ensuring to include them in the in-class and extracurricular opportunities provided through supplemental contracts for staff and professional development of teachers.

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

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.

We do not have any student groups that fall in to the lowest category. However, this is due to the continued efforts to include all Yokomi students in these types of learning experiences and extracurricular activities. Therefore we will continue to focus on providing these supports for students.

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

With Title I funds we plan to support (Specific student group) by...

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

With 7090 or 7091 funds we plan to support (Specific student group) by...

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.

not fund out of the SPSA.

- English Learner students will be encouraged to participate in all activities and monitored for equitable involvement.
- In addition to the recognition and engagement opportunities listed above, EL students will also be recognized for achieving redesignation status at the end of the school year with a medallion at the 4th Quarter Awards Assembly.

- Low-performing students will be offered and encouraged to participate in all arts, athletics, and activities. We feel that this fosters a positive connection to school and may motivate students to perform at higher levels.
- Some activities that take place after school, in which staying at school may be difficult will then be offered the opportunity for enrollment in the after-school program.

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	✔		20.6 %	2023-2024	18 %
Suspension Rate - Semester 1	✔	1 %	1.4 %	2023-2024	1.07 %
Suspension Rate - Semester 1 (African American)	✔		2.2 %	2023-2024	1.5 %

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: Our chronic absenteeism rate this year is much higher than in previous years due to students still missing with illness. Despite reaching out to families through multiple means, phone calls, home visits, and virtual parent meetings, the rates continue to remain high. Even with changes in quarantine guidelines we still have many families who are allowing attendance to be a choice.

Suspensions: We have an increasing amount of students who have not responded to other interventions and support which end up resulting in a suspension. Additionally, we have students who are struggling with appropriate interactions online through Teams chats and other social media. We also continue to see an uptake in students bringing vape products to school or vaping at school.

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

Several families still had multiple exposures to illnesses causing students to be out for extended periods.

We are still dealing with families unclear about when their child should be at school due to illness. Additionally, we have several families that are still allowing school to be an option for students if they do not want to come. Finally, we have multiple families that are considered homeless but do not apply for the services for multiple reasons. As a result, they do not always have the support to get their students to school on time every day.

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).

Attendance: Communication with families about the importance of attendance has been made by the school. Without the support of SARB until recently several parents have not felt obligated to have students at school each day. Many of these families continue to use health reasons that end up not being substantiated.

Suspensions: Several have some academic concerns which have led to acting out behaviors. Continued revisions of tier 1 and 2 supports are needed to determine will versus skills issues. Education around vaping and using of racial name-calling also needs to be addressed.

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.

We will continue to fund our 6-hour and 3 hour RCA positions. The RCAs will work with the school psychologist and new child welfare and attendance specialist to create a tiered level of support for students' attendance and behavior concerns. This will create the Targeted Support Team which will work with the vice-principal and HSL to connect with families and provide the necessary support. Bi-weekly attendance data will be shared during TST meetings to ensure immediate attendance support. We will also provide education to students and families on the impacts of vaping and racial name-calling.

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).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
RCAs are important to provide support additional counseling services are needed (All4Youth) other activities to connect students to school such as student jobs and activities.	The ELAC wants to continue to fund two Resource Counseling Assistant (RCA) positions and one Home School Liaison for interpreting and translation.	Increase social-emotional supports such as counseling. All4Youth is being added to the school outside of SPSA Continue with 6 and 3 hour RCA. With the addition of the CWA and All4Youth, the students will get s/e support. Opportunities will be provided by DEI to support with racial name-calling and by DPI for vaping education.

Action 1

Title: Character and Career Activities

Action Details:

Students in grades 3, 4, and 6 will participate in activities that give them insight into possibilities for their future in college and/or the workplace. This includes direct experiences interacting with professionals in the work place or inviting speakers to come to the school. In addition, all teachers will expose students to college and career ideas through the curriculum and by utilizing community resources. Character Counts will be implemented throughout the school year and students will be honored at monthly ceremonies.

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

- Attendance at district coordinated events
- Character Counts Ceremonies and "Citizenship" Awards at assemblies

Owner(s):
- Principal &VP
- TSA
- Teachers
- RCAs

Timeline:
Implementation of actions will take place from August of 2023 through June 2024 with monitoring as assessments become available.

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

- Provide SEL opportunities for students through our GVC and SEL supplemental curriculum. (OLWEUS, Class meetings, Morning meetings, etc.)
- Yokomi will continue to partner with CRMC. Through these collaborative efforts, our students interact and learn from physicians in residence via presentations and mutual activities.
- Yokomi will continue to help students make connections with possible college experiences and careers related to our magnet focus - science and technology. This includes science fair projects, guest speakers, and connections in the curriculum.
- RCAs will provide opportunities for selected students to have meaningful jobs on campus that connect them to school and provides chances to build career skills like responsibility.
- Students will participate in district-arranged trips and activities that expose students to college and career opportunities.
- Students will be honored at Character Counts Ceremonies held every month that focus on positive character traits for success in school and the workplace.
- Primary-grade students will work with business leaders in the community through Junior Achievement. This organization provides a one-day curriculum that teaches students practical life skills and applies them through activities

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 orange level in this area.

- English Learner students will be encouraged to attend college and career study trips provided by the district.
- Our Home School Liaison will make personal contact with any family that may be reluctant to let their child participate.
- Informing parents of current EL student engagement data and Goal 2 opportunities during Parent Conferences, ELAC, SSC, Parent Coffee Meetings, etc.
- Active recruitment of EL students by the classroom teacher, HSL, etc.

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 African American 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 African American students by providing targeted academic support with our CTs to ensure students are not having behaviors due to frustrations with academics.

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

With 7090 or 7091 funds we plan to support our African American students by providing RCAs to create and support with behavior contracts with students, create a space where students can calm down and have someone to talk with, and provide targeted social/emotional and behavior small groups.

Additionally, we will provide child care, supplies, and communication for parent meetings around attendance and areas of behavior concerns such as vaping and racial name calling.

4. As a site: What are planned actions to support this student group?

- Low performing students will be included and encouraged to participate in all activities that would expose them to possible college and career opportunities.
- Low performing students will benefit from the focus on character education which teaches and reinforces traits needed for success in school and college/careers.
- Low performing students will be included in Classroom Meetings which will cover topics such as self-efficacy, growth mindset, etc.

Action 2

Title: Attendance and Suspensions

Action Details:

The school will work with students and families to encourage good attendance and appropriate behavior. This will be done with frequent monitoring and communication with parents and incentives for good attendance and behavior. Support for student behavior will start with structuring our school and classroom environment through the STOIC model and teaching social skills.

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

- Daily Attendance Monitoring
- Power BI Data
- California Dashboard Data
- A2A Data Student
- Survey data

Owner(s):

- Principal & Vice Principal
- HSL
- Office Attendance Staff
- RCAs
- School Psychologist

Timeline:

Implementation of actions will take place in August of 2023 through June 2024 with monitoring as assessment become available:

- Daily Attendance Monitoring - Daily Power BI Data -Once per month
- California Dashboard -Once per year when published
- A2A Data: Meeting every two weeks
- Student Survey Data - April

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

- Two Resource Counseling Assistants (1 6hr Spanish and 1 3hr) (Tier 1 and 2) to provide the following services: Confer with the nurse to identify chronically"ill" students or students with multiple absences, RCAs will meet with identified students to work on social skills development, provide counseling, Meaningful Jobs, restorative justice practices, behavior contracts, alternative recess activities, referrals to County Mental Health (Special consideration will be given to students who fall into significant sub-groups where attendance and suspension data is disproportionate)
- The School Culture and Climate Teams will meet at least once per month to monitor school-wide discipline and social/emotional issues, share strategies with staff to build on a growth mindset, and analyze data to guide classroom meetings, etc. .
- Consult with school psychologists to support at-risk students to help keep them in school and provide behavior modification (Tier 3).
- All teachers will implement weekly Classroom Meetings to address any student behavioral issues that would affect attendance and social/emotional concerns(Tier 1)
- Monthly Character Counts ceremonies will be held to honor students exhibiting good character traits (Tier 1).
- The established school "Guidelines for Success" will be taught and reviewed frequently with students (Tier 1).
- Attendance awards are earned and given out on a quarterly basis. At the end of the year, students may earn a medallion for no absences or tardiness (Tier 1).
- Calls are made from teachers, staff, or district to parents during 1st period to inquire and about absences (Tier 1).
- Tardy sweeps that encourage students to be in class on time (Tier 1)
- Alternatives to suspensions will be used (Tier 2) to keep kids in school and receive the instruction they need such as Alternative classrooms, office time away, detentions, parent conferences, and loss of various privileges.
- RCA/Psychologist support will be utilized to de-escalate and re-engage students to the classroom.
- Students will be offered and encouraged to join activities, clubs, sports, or other organizations to foster a positive connection to school (Tier 1)

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 orange level in this area

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

HSL will be utilized to enhance home-school communication to improve attendance and provide necessary translation and interpreting.

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

RCAs (bilingual) will be utilized to work with identified students with issues that may affect their attendance, behavior, and/or academic progress.

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 African American 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 African American group by utilizing our HSL and RCAs to make additional connections with families.

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

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.

- PLCs will address the question "Who benefitted and who did not?" to support the students in the classroom.
- Parent Classes and ELAC meetings will address issues related to attendance and behavior.

With 7090 or 7091 funds we plan to support African American groups by utilizing our HSL and RCAs to make additional connections with families. In addition, we will provide awards and incentives to students with decreased behaviors and increased attendance.

4. As a site: What are planned actions to support this student group?

The Targeted Support Team will review bi-weekly attendance reports to determine specific attendance interventions needed for students. Data will be desegregated by African American, Students with disabilities, Two or more races, and white students to ensure each of these subgroups is supported. Individual conferences will be held with families when they have 5 days of absences.

- Students with chronic absences or office referrals/suspensions will be referred to the student study team for review.(Tier 2 or 3)

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0565 Yokomi Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.7500	RCA (Full Day)	61,008.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3750	RCA (3 Hours)	16,924.00

$77,932.00

05/13/2024

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	✔	79.86 %	78.8 %	2023-2024	82 %

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 Academics: Each PLC will create a specific goal to support student learning. During regular meetings, student data will be reviewed and targeted support groupings will be developed. Support will be provided to students during the PLC-wide student support time. This has varied by grade level. Due to the subject rotational model in the past, it has been difficult to collaborate on all subject areas to provide support PLCs determined their goals and what professional development materials were needed All grade levels took either sub-release days or supplemental time. However, the supplemental time was not used as much and it was difficult for teachers to take the additional time. Sub days are preferred but subs are limited. Staff collaboration spaces have been created, including the purchasing of furniture and supplies, to support collaboration and lesson preparation.

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

By retaining and recruiting diverse teachers it allows for better meeting the needs of diverse students when teachers and staff work together in collaborative PLCs. Having each teacher now teach the core subject areas created some additional stress at the beginning of the year as several teachers had not taught either ELA or Math for several years. However, through the collaborative work of PLCs, the teachers are much more comfortable at this time. Additionally by having all teachers at a grade teaching the core subject PLC times have been able to focus on students' support and instructional practices more than they previously had.

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).

Students not achieving as well academically and having some increase in disruptive behaviors have led to some frustrations. The staff has attempted to meet the current needs through the previous support systems. Leadership teams, staff, and administration are putting additional structural changes in place to support students and teachers in meeting their needs. Additional professional learning with the TSA and Instructional coach is being provided to PLCs to support in some of these areas.

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.

Calendar all grade-level and content-level meetings and have site commitments to meetings

Use various resources to ensure teachers have of 2 substitute days for planning

Look for conferences, social events, or other team-building opportunities.

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).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
Provide teachers the time and space to collaborate on ways to support students. provide recognition of teachers' hard work to meet students' needs.	look at ways to connect the learning opportunities to home and student cultures	The creation of PLCs for non-teacher groups is a good idea to support all staff members Ensure time to have PLC meetings and have them calendared Provide specific learning opportunities for staff based on their PLC's specific needs.

Action 1

Title: Support, learning, and engagement for staff

Action Details:

Maintain active and supportive Professional Learning Communities for teachers and all staff members focusing on supporting the unique assets and needs of the community.

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 calendaring of PLC meetings	Principal and Vice-Principal	Weekly PLC meetings
-notes or documents from meetings	Teacher grade level PLCs	Monthly check-in meetings
-creation of goals for PLC and targets	Teacher subject level PLC	quarterly goal review with administration
	Support staff PLCs including office and other support	

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

Student Academics: Each PLC will create a specific goal to support student learning. During regular meetings, student data will be reviewed and targeted support groupings will be developed. Support will be provided to students during the PLC wide students support time. Supplemental materials and supplies will be ordered to support targeted learning groups.

Student Centered and Real-World Learning: Provide resources to PLC teams and specific staff members to create learning and real-world opportunities for students described in Goal #2 action #1Supplemental supplies will be purchased to support these opportunities. Teachers will be provided with supplemental or extra pay contracts to coordinate events.

PLCs will determine their goals and professional development materials will be purchased to support meeting these goals.

Sub release and/or supplemental time will be provided for PLC to meet for planning, data review, and creating groupings.

create a staff collaborative space, including the purchasing of furniture and supplies, to support with collaboration and lesson preparation.

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.	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.
-when working to develop specific academic groupings PLCs will ensure that appropriate ELD strategies are implemented for students.	-provide teachers with opportunities to attend professional learning opportunities including trips or conferences.
-specific professional learning and planning session will focus on supporting ELD students	-professional learning on components of high-quality PLC
	-data review sessions with both grade level and subject area PLCs will take place with the admin team.

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	✔	94.21 %	86.6 %	2023-2024	90 %

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.

Goal 2 related activities have taken place this year.

Attendance to events has reached pre-pandemic levels

PTA sponsored events have also increased in attendance.

More extended learning opportunities have been provided but some clubs and activities that are possible connecting points did not take place this year

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

Due to the larger amounts of students who are on transfer, it is difficult for some families to not feel connected at times. Additionally, some families are unable to transport themselves to events on campus. Some clubs and activities that are possible connecting points did not take place this year.

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).

All family connection events have been reimplemented this year with the addition of several PTA sponsored events have recruited hundreds of families. Missed opportunities are some of the club celebration events that could have taken place.

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.

Continue to implement school-wide activities that connect families in collaboration with our PTA

increase club participation and events that showcase them

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).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
Families seemed to have enjoyed the multi cultural nights. ParentSquare has helped with communication.	Families seemed to have enjoyed the multi cultural nights. ParentSquare has helped with communication.	Push for more implementation of ParentSquare to allow families to feel easily connected through communication. Look for opportunities to connect events together. The club showcases with science night or open house. Let's have events but with larger turnouts.

Action 1

Title: Provide opportunities for family involvement

Action Details:

Through actions in goal #2, Expand student centered and real-world learning experiences, we will provide opportunities for families to be involved in these experiences.

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:
Participation rate of students and families in school events	Principal and VP HSL Club or activities staff leads	Implementation of actions will take place in August of 2024 through June 2025 with monitoring as events take place.

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

Goal #2 opportunities for students with family connections:

- Community and UCSF doctors/residents mentoring partnership (planning to do in late Spring)
- Career/business awareness presentations sponsored by Junior Achievement.
- Band, recorder, choir, and chime choir students will be encouraged to perform at school programs and/or special events. This now includes beginning music instruction in 2nd and 3rd grade.
- Quarterly awards assemblies will be held to recognize students for the following achievements: Principal's Honor Roll, Honor Roll, Merit List, Academic All Star, Rising Star, Math Facts, Perfect Attendance, and Citizenship.
- Students will be recognized through Monthly Character Counts celebrations and parents will be invited to attend.
- Students in K– 6th grades will be informed and encouraged to participate in a broad range of arts and activities such as the following: Sports, Reading Clubs, Peach Blossom, Choir, Haru Matsuri (Spring Festival) / Art Hop, Science Olympiad, Science Fair, Family Exploration Night, Robotics Club, Study-trips, Junior Achievement Day(2nd grade), Girl Scouts, Winter/Spring Programs, 6th Grade End of Year Social and Promotion Ceremony,
- Supplemental contracts for staff to support Yokomi Elementary School (YES) News Team

- PTA-sponsored activities, poster/essay contests, Art Club, and Drama Club.
- We will provide the opportunity for students and their families to attend our annual Book Fair.
- Substitute teachers will be provided to support engagement activities such as 6 grade camp, Peach Blossom, Science Fair judging, etc.
- Bus Transportation may be provided for various off campus engagement activities
- purchase necessary materials and supplies to support various activities and events.

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.

- Recruitment for student and family involvement will be sent home in home language.
- Translations services will be provide for families to be able to participate in the events
- Several events have a multicultural emphasis
- Awards and incentives to recognize parent involvement.
- Support attendance and involvement in ELAC and other parent activities
- Ensure participation in providing input into the SPSA and other EL matters.
- EL parent training and 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.

Low performing students will be offered, encouraged, or *recruited* to participate in all arts, athletics, and activities. We feel that this fosters a positive connection to school and may motivate students to perform at higher levels.

-purchase supplies and/or licenses to allow communication with families to go home in a variety of forms.

-create virtual opportunities for students who may not be able to stay after school

-provide transportation when possible for students who are not able to participate due to transportation to event such as science Olympiad etc.

-provide babysitting for families as needed to allow for parent participation

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0565 Yokomi Elementary (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-Sup			Childcare during parent meetings.	1,970.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Interpreting/translation (parent conferences, meetings).	518.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent meeting supplies. (SSC/ELAC/etc.)	400.00

$2,888.00

05/13/2024

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0565 Yokomi Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.4375	Reading and Math Intervention support for all students.	54,801.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Prof Dev Planning Subs *No IEPs*	4,347.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Site Licenses RAZ Kids BrainPop FIRST Reflex Math Generation Genius Site license: A to Z, reading, Seesaw.	8,875.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Funds to cover adjustment related to CBA longevity payment agreement. *no food no incentives*	5,363.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Placeholder, for remaining cost of Kimberly Clark *No Food No Incentives*	8,096.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375	Reading and Math Intervention support for all students.	62,370.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375	Reading and Math intervention support for all students.	54,801.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Prof Dev Planning Subs	1,608.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Prof Dev./Tutoring/Grd Level Planning/SST/IEP	8,584.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Homework Center for English Learners (3)	6,567.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Instructional Supplies	14,583.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Placeholder for remaining cost of Cathy Oliver	8,097.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Funds to cover adjustment related to CBA longevity	5,364.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology (new/replacement)	500.00
G1A1	Sup & Conc	Instruction	Oth Equ Mnt			Equipment Maintenance copiers/printers/postmakers	20,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			HEAT repairs	500.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	150.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4375	Reading and Math intervention support for English Learners.	58,166.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	4,533.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Instructional supplies	3,397.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.7500	RCA (Full Day)	61,008.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3750	RCA (3 Hours)	16,924.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Childcare during parent meetings.	1,970.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Interpreting/translation (parent conferences, meetings).	518.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent meeting supplies. (SSC/ELAC/etc.)	400.00

$411,522.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$83,970.00
Sup & Conc	7090	$261,456.00
LCFF: EL	7091	$66,096.00
Grand Total		**$411,522.00**

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	$330,702.00
G3 - Increase student engagement in their school and community	$77,932.00
G5 - Increase inclusive opportunities for families to engage in their students' education	$2,888.00
Grand Total	**$411,522.00**

05/13/2024