

Yokomi Elementary

10621660108118

Principal's Name: Stephen Zoller

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Stephen Zoller', written in a cursive style.

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

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

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

Consolidated Program Assurances



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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Stephen Zoller	X				
2. Chairperson – Floyd Sanchez				X	
3. Daniel Dick				X	
4. Liz Cook				X	
5. Ken Ternate				X	
6. Josefina Salinas Herrera				X	
7. Chua Xiong		X			
8. Murray Rigby		X			
9. Tracy Pennell			X		
10. Joy May		X			
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name: Yokomi			
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		4/6/22
SSC Chairperson	Floyd Sanchez	 <small>Floyd Sanchez (Apr 11, 2022 12:35 PDT)</small>	4/11/22

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

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2022/23

Yokomi - 0565

ON-SITE ALLOCATION

3010	Title I	\$68,796 *
7090	LCFF Supplemental & Concentration	\$231,600
7091	LCFF for English Learners	\$58,000
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$126,600</u>
TOTAL 2022/23 ON-SITE ALLOCATION		\$484,996

* 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	\$2,352
Remaining Title I funds are at the discretion of the School Site Council	<u>\$66,444</u>
Total Title I Allocation	\$68,796

Yokomi Elementary 2022-2023 - 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
i-Ready ELAD2 proficiency - percentage of students on/above	✓		34.52 %	2021-2022	40 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		26.24 %	2021-2022	32 %

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.

I-Ready ELAD2 On Level

i-Ready increase from Test #1 to #2 24% to 34%:

Teachers align instruction with CFA assessments to IABs to SBAC. Grades 3-6 use the SBAC IABs to prepare students throughout the year.

iReady ELA data shows progress in moving students towards grade level expectations from 24% to 34%:

Departmentalization (specialization) in grades 3-6 is benefiting students as teachers can focus on one curriculum.

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

Collaboration - PLCs are driving the 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 in the for of supplemental time outside of the instructional day due to the lack of substitutes. Additional times has been given for planning during professional development days.

CTs for early intervention have helped in preparing students to be on grade level in reading by 3rd grade with all students increasing their iReady scores between test 1 and 2.

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

-the largest impact this year is the attendance rate of students. Large numbers of students have missed many days of school due to quarantine. This makes it difficult for the continuity of instruction for the students as well as the teacher.

-additionally, students started school this year with larger gaps in learning than in previous years. Teachers are making adjustments to support their learning however we are still far behind the normal achievement at this point

Homework Club has been taking place this year.

I-Ready Math D2 On Level

i-Ready math scores increased from 16% to 27% from test 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.

Departmentalization (specialization) in grades 3-6 is benefiting students as teachers can focus on one curriculum

Teachers implement the GVC and strategically use components that meet the content and rigor of the standards. Collaboration - PLCs are driving the success in student achievement.

Grade levels select focus standards, then monitor with CFAs and intervention support across curricular areas.

Planning days have been utilized in the for of supplemental time outside of the instructional day due to the lack of substitutes. Additional times has been given for planning during professional development days.

Each grade level has developed math intervention plans to respond to student needs for intervention

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 from sub days to planning time for the teachers. Additionally, we have been providing the support but issues with attendance and quarantining for students have limited the consistency of these supports for many 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 2022-23 SPSA.

As we continue to predict difficulty with accruing subs for planning time and teachers will take supplemental time instead and additional change to next year is to provide teachers with space and resources by helping create a teacher workspace to allow for collaboration and preparation of instruction to support students. We will also continue to put money toward keeping technology up to date and have back up devices available for students.

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

1 SSC:

Keep Certificated Tutors provide support for 4-6
Keep teacher planning time

2 ELAC:

Keep Certificated Tutors
Keep sub teachers to facilitate parent meetings - SST

3 Staff:

provide support for students who have large gaps from absences this year

Keep Social/Emotional Supports – RCA Funds to support technology

Keep Homework Club look at dong online if necessary Funds to support technology

allocate some of the CT time to support students in grades 4-6 continue to purchase technology to stay more upfront in use as the technology school.

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 CFAs to monitor and reteach, differentiated classroom instruction, flexible student groupings, 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

- ELA IPG Data
- I-Ready Data
- SBAC Data
- BAS
- EL Performance Band movement and Redesignation (ELPAC & Redesignation criteria)
- Common Formative Assessments/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 2022 through June 2023 with monitoring as assessments become available:

- SBAC- August
- IReady - August, November, March
- BAS-October and March
- EL Performance - August, October, February, and May
- Common Formative Assessments/IABs: 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) is taught daily 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).
- Continue regional work around Claims/Targets and progress monitoring routinely with FIAB/ IAB as part of progress monitoring. Teachers may additionally attend FUSD or FCOE training
- provide grade-level and departmental PLCs supplemental time or substitute days for the purpose of planning instruction, reviewing data, planning interventions/enrichment.
- provide space, including the purchase of furniture and other resources, for teachers to collaborate and prepare necessary materials for the instruction and support of students.
- Key ELA standards are taught in the content areas of social studies and science through the use of textbooks and/or our science-based literacy curriculum. Teachers focus on improving the students' academic vocabulary and language development through text analysis, reading comprehension, and critical thinking skills.
- 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. Beginning at 3rd grade all students learn to create PowerPoint presentations. These presentations are a vehicle for students to practice and hone their writing, research, technology, and scientific investigation skills as well as oral language skills (Tier 1).
- 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 science lab, social studies, art, music, math, and P.E.
- Substitute Teachers may be used to release teachers to attend SST meetings.
- 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 organized their workload and develop both short and long-term planning skills.
- Computer Repair (HEAT Tickets)

Specify enhanced services for EL 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.
- 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.
- 4th - 6th grade English Learners receive designated ELD instruction utilizing strategic grouping during academic rotations and employing Personalized Learning instruction.
- Homework Club for EL students.
- Trained Assessors will be used to help administer parts of the ELPAC assessment.
- 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.
- Certificated Tutor support - deployment for differentiated ELA needs
- Supplemental books/materials/technology including awards for continued growth or proficiency
- Specific planning time for data review and planning instructional supports for EL students

Specify enhanced services for low-performing student groups:

Tiered Levels of support will be provided in the following ways for students that 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).
- Library Tutoring funds will be used for targeted instructional support for low-performing student groups (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 assessments, with special consideration for significant sub-group disproportionality: ELs, Foster Youth, Homeless, and Special Education (Tier 1).
- EL students will receive help with ELA homework after school in the Homework Club (Tier 2).
- 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).

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 incorporating new math curriculum. 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
- Common Formative Assessments/IABs
- Math IPG Data
- Report Cards - Ds and Fs

Owner(s):

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

Timeline:

Implementation of actions will take place in August of 2022 through June 2023 with monitoring as assessment become available:

- SBAC- August
- IReady - August, November, March
- BAS-October and March
- EL Performance - August, October, February, and May
- Common Formative Assessments/IABs: At least one per Month

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 and departmental PLCs supplemental time or substitute days for the purpose of planning instruction, reviewing data, planning interventions/enrichment.
- provide space, including the purchase of furniture and other resources, for teachers to collaborate and prepare necessary materials for the instruction and support of students.
- 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 give students the opportunity 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 organized their workload and develop both short and long term planning skills.
- Continue regional work around Claims/Targets and progress monitoring routinely with FIAB/ IAB as part of progress monitoring. Teachers may additionally attend FUSD or FCOE training
- targets instructional support for teacher with the instructional coach

Specify enhanced services for EL 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.
- K-6th grade English Learners will receive designated ELD instruction during math utilizing strategic grouping and employing Personalized Learning instruction.
- After School Homework Club, specifically for EL students, will provide additional help and instruction in their primary language.
- 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.

Specify enhanced services for low-performing student groups:

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 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.
- EL students may receive extra support with math homework after school in the Homework Club.
- SSTs will be held to address the specific academic and social/emotional needs of low-performing

- Supplemental books/materials/technology

students.

2022-2023 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		45,530.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Site Licenses Starfall \$350 Brainpop\$3250 A-Z learning \$2400 SeeSaw \$3000 Smart notebook \$350 RAZ kids \$350 Some other possibilities based on teachers input.	15,000.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			instructional supplies **No food or incentives**	4,994.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375		45,530.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Homework Center for English Learners (4 tutors)	9,157.00
G1A1	Sup & Conc	Instruction	Mat & Supp			instructional supplies	30,516.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	150.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4375		45,067.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC assessment	3,715.00
G1A1	LCFF: EL	Instruction	Mat & Supp			instructional supplies	9,218.00
G1A1	One-time School	Instruction	Mat & Supp			: instructional supplies for all curricular areas **No food or incentives**	100,000.00
G1A1	One-time School	Instruction	Nc-Equipment			: Technology, laptops, furniture	26,600.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology (new / replacement)	5,000.00
G1A2	Sup & Conc	Instruction	Oth Equ Mnt			Copier maintenance	19,600.00
G1A2	Sup & Conc	Instruction	Direct-Maint			HEAT tickets / computer maintenance	2,000.00

\$362,077.00

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	✓		85.2 %	2021-2022	86.3 %

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

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

- Robotics
- Science Olympiad
- Peach Blossom
- Coding
- Art Club
- Folklorico
- Drama
- Choir
- Reading Clubs
- Gardening
- All Sports (intramural sports)

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 we were able to reinstate the many additional clubs and activities this year. Unfortunately due to COVID we continued to have several students who were not able to participate in the activities that might normally have been able to. Additionally, without parents being able to be involved or on campus it is more difficult to get students signed up for some of the activities.

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).

Unfortunately due to COVID we continued to have several students who were not able to participate in the activities that might normally have been able to. Additionally, without parents being able to be involved or on campus it is more difficult to get students signed up for some of the activities

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 2022-23 SPSA.

We will continue to involve students in the many extracurricular activities we have at the school. Next year we will increase our parent and community engagement in these activities with performances, games, and presentations.

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

1 SSC:

It was appreciated that there was a wide variety of activities. Appreciated the addition of the e-Sports as it supports our magnet. Appreciated some events that still took place with students and were shared virtually such as the Science Olympiad, Heart & Mind club, art club, and music

2 ELAC:

Parents would like to continue Folklorico Dance. They also enjoyed the Loteria night put on by PTA

3 Staff:

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.

They are looking forward to resuming these activities with parent and community involvement.

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'. Interschol 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. Kids' Day participation sponsored by the Fresno Bee
4. McKenzie Preserve study trip sponsored by Sierra Conservancy
5. Beach Clean-Up sponsored by Chaffee Zoo
6. Sierra Outdoor Education study trip
7. Students participate in a study trip to a hospital in mid-December to perform for the elderly.
8. Local church donation of food baskets to identified Yokomi families during the holidays

Real-world learning opportunities for students

- Scout Island study trip for 5th grade sponsored by Fresno Metropolitan Flood Control District
- 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.
- The library technician may receive extra hours to operate and organize the 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:

- 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.

Specify enhanced services for low-performing student groups:

- Low performing students will be offered and encouraged 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 afterschool, in which staying at school may be difficult, will be offered virtually to students.

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	✓		39.17 %	2021-2022	38.57 %
Suspension Rate - Semester 1	✓		1.84 %	2021-2022	1.51 %

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 absentee rate this year is much higher than in previous years due to quarantining and other reasons for absences. Despite reaching out to families through multiple means, phone calls, home visits, virtual parent meetings, the rates continue to remain high. With changes in quarantine guidelines and a reduction in COVID cases, we should see a tremendous decrease in students missing school

Suspensions:
 At the beginning of the school year, we had an increase in the number of suspensions. Several students were doing behaviors that were well outside the expected behaviors of school. Several of the students were having difficulty readjusting to attending school every day. The number of behaviors has decreased tremendously from the 1st quarter into the 3rd quarter.

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 had multiple exposures to COVID in the family caused multiple times of the family having to be quarantined up to 20 days. Many of these families also have difficulty getting to the school to get the resources necessary for their students to learn at home. Many of them also had limited support at home to be able to ensure the student was involved virtually. The transition back to school was also difficult for some of the students who were not required to be learning at home. This led to an increase in negative behaviors when students returned from quarantine.

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).

Quarantining guidelines created difficult situations for families resulting in a decrease in attendance and increased levels of misbehavior due to the inconsistent learning environments.

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 2022-23 SPSA.

We will continue to fund our 6 hour RCA positions and recruit to hire for the open position. 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.

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

1 SSC:

The council wants to ensure the previous supports such as the RCA positions and HSL will continue to be in place to support students

2 ELAC:

The ELAC wants to continue to fund two Resource Counseling Assistant (RCA) positions and one Home School Liaison for interpreting and translation.

3 Staff:

The staff is optimistic that attendance will increase once quarantining guidelines change. Creating a positive culture and supporting specific students with the RCAs will help promote belonging and attendance as well as decrease behavioral concerns. Increased opportunities for school connection will help as well.

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 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):

- 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 include science fair projects, guest speakers and connections in the curriculum.
- RCAs will provide opportunities for selected students to have meaningful jobs on campus that connects them to school and provides chances to build career skills like responsibility.
- Students will participate in the 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 which teaches students practical life skills and applies them through activities

Specify enhanced services for EL students:

- English Learner students will be encouraged to attend the college and career study trips.
- Our Home School Liaison will make personal contact to 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 classroom teacher, HSL, etc.

Specify enhanced services for low-performing student groups:

- 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. Supports for student behavior will start with structuring our environment and teaching social skills.

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

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

- 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 2022 through June 2023 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 (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, Peer Mediation (Implement peer-mediation system & train student peer mediators in grades 4-6. Peer mediators will receive peer mediation training throughout the year), 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 growth mindset, and analyze data to guide classroom meetings, etc. .
- Consult with school psychologist 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).
- One LVN (5 days per week) to provide health services to students (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 classroom, office time away, detentions, parent conferences, 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:

The following enhanced services will be offered to EL students and families:

- HSL will be utilized to enhance home-school communication to improve attendance and provide necessary translation and interpreting.
- Parent Classes and ELAC meetings will address issues related to attendance and behavior.
- 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:

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

2022-2023 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		52,972.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.7500		52,956.00

\$105,928.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey- percent favorable in organizational culture domain	✓		91.64 %	2021-2022	92.74 %

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.

No current specific actions were geared to this new goal.

However, at Yokomi there is an ongoing commitment to collaborative grade level PLC teams and subject levels teams. Additionally, since the school's inception, the staff has had core Values and Expectations that are followed.

We Value...

Our students as individuals, each with unique talents and gifts;
 The trust our parents place in us to provide their child(ren) a safe school environment as well as a stimulating, challenging and supportive educational experience;
 Our historically rich and diverse community and pledge to make Yokomi School an integral and positive focal point of the neighborhood.

We Believe...

Student learning is the primary focus of school;
 High expectations promote greater achievement;
 A positive school environment enhances student growth and learning;
 Staff professionalism is crucial to the development of a positive school environment;
 Meaningful learning takes place when students are actively engaged and find relevance in the curriculum;
 Students benefit from personalized connections with parents and staff.

Achievement of individual and school-wide goals is the responsibility of each student, family, and school staff member.

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

PLC teams were not able to meet every two weeks to review student work (common formative assessments) related to ELA, monitor assessments, and plan for instruction due to the meeting times becoming optional at times. Most teams met but not with the consistency as they normally would.
 Teachers will also utilize the Cycle of Continuous Improvement to analyze data from CFAs/IABs, SBAC and other forms of assessment during grade-level collaboration and staff professional learning time in order to identify students in need of intervention and set goals.

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).

The lack of consistent meeting times due to the agreement with the union made it difficult to have consistent meetings to support students as well as provide support to 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 2022-23 SPSA.

Calendar all grade-level and content level PLC meetings and have a site commitment to the meetings.
Create collaboration places on campus by purchasing furniture and other items to provide staff a place to have opportunities to collaborate and prepare for instruction.

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

1 SSC:
Provide teachers the time and space to collaborate on ways to support students.

2 ELAC:
look at ways to connect the learning opportunities to home and student cultures

3 Staff:
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

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

- monthly calendaring of PLC meetings
- notes or documents from meetings
- creation of goals for PLC and targets

Owner(s):

- Principal and Vice-Principal
- Teacher grade level PLCs
- Teacher subject level PLC
- Support staff PLCs including office and other support

Timeline:

- Weekly PLC meetings
- Monthly check-in meetings
- quarterly goal review with administration

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

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 #1 Supplemental 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 Professional Development or Staff Services to support EL students:

- when working to develop specific academic groupings PLCs will ensure that appropriate ELD strategies are implemented for students.
- specific professional learning and planning session will focus on supporting ELD students

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

- provide teachers with opportunities to attend professional learning opportunities including trips or conferences.
- 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.

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0565 Yokomi Elementary (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Teacher-Subs			Prof Dev Planning subs (2 days per tchr)	6,028.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			Prof Dev / tutoring hours (Grade Level planning / SSTs/IEPs)	6,191.00

\$12,219.00

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	✓		87.74 %	2021-2022	88.84 %

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.

We have implemented all the actions from last year's plan this year but have still had to do so without the direct involvement of the families and community due to COMD regulations. Therefore, events in which the community would normally be invited have had to take place virtually or with video recordings. Though it provides opportunities for students this does not create as strong of a connection to the school community.

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

Our family engagement numbers are much lower than they typically have been. In fact, they are lower than the district average when we are typically far above. Many parents feel significantly less engaged than normal due to all of the community engagement events having to be virtual or via video. Since our community expects high levels of connection opportunities they are disappointed with the virtual options. We are very much looking forward to providing these opportunities live again and reconnecting with the community.

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 opportunities for engagement this year have taken place but have been either virtual or via video. Families are looking forward to being able to be back on campus and directly involved in the school events.

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 2022-23 SPSA.

Continue with traditional opportunities but allow for in-person participation now that restrictions are being lifted.

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

1 SSC:

Appreciate the commitment to still having school-wide academic awards assemblies and events.

2 ELAC:

Appreciate the translation supports for families. Also would like to continue to see cultural events like the loteria night

3 Staff:

Appreciate the commitment to having the events for connections but are looking forward to doing them with the traditional in-person model.

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

Participation rate of students and families in school events

Owner(s):

Principal and VP
HSL
Club or activities staff leads

Timeline:

Implementation of actions will take place in August of 2022 through June 2023 with monitoring as events takes place.

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

Goal #2 opportunities for students with family connections:

- Community and UCSF doctors/residents mentoring partnership
- Career/business awareness presentations sponsored by Junior Achievement.
- Kids' Day participation sponsored by the Fresno Bee
- McKenzie Preserve study trip sponsored by Sierra Conservancy
- Beach Clean-Up sponsored by Chaffee Zoo
- Sierra Outdoor Education study trip
- Students participate in a study trip to a hospital in mid-December to perform for the elderly.
- Local church donation of food baskets to identified Yokomi families during the holidays
- Scout Island study trip for 5th grade sponsored by Fresno Metropolitan Flood Control District
- 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: 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.
 - The library technician may receive extra hours to operate and organize the 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 Direct Service and Opportunities for parents and families to support EL students:

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

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

2022-2023 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			Interpreting / translations (parent conferences, mtgs)	1,309.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Childcare during parent meetings	1,963.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent meeting supplies	1,500.00

\$4,772.00

2022-2023 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		45,530.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Site Licenses Starfall \$350 Brainpop\$3250 A-Z learning \$2400 SeeSaw \$3000 Smart notebook \$350 RAZ kids \$350 Some other possibilities based on teachers input.	15,000.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			instructional supplies **No food or incentives**	4,994.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375		45,530.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Homework Center for English Learners (4 tutors)	9,157.00
G1A1	Sup & Conc	Instruction	Mat & Supp			instructional supplies	30,516.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	150.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4375		45,067.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC assessment	3,715.00
G1A1	LCFF: EL	Instruction	Mat & Supp			instructional supplies	9,218.00
G1A1	One-time School	Instruction	Mat & Supp			: instructional supplies for all curricular areas **No food or incentives**	100,000.00
G1A1	One-time School	Instruction	Nc-Equipment			: Technology, laptops, furniture	26,600.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology (new / replacement)	5,000.00
G1A2	Sup & Conc	Instruction	Oth Equ Mnt			Copier maintenance	19,600.00
G1A2	Sup & Conc	Instruction	Direct-Maint			HEAT tickets / computer maintenance	2,000.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.7500		52,972.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.7500		52,956.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			Prof Dev Planning subs (2 days per tchr)	6,028.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			Prof Dev / tutoring hours (Grade Level planning / SSTs/IEPs)	6,191.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Interpreting / translations (parent conferences, mtgs)	1,309.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Childcare during parent meetings	1,963.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent meeting supplies	1,500.00

\$484,996.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$68,796.00
Sup & Conc	7090	\$231,600.00
LCFF: EL	7091	\$58,000.00
One-time School	7099	\$126,600.00
Grand Total		\$484,996.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$362,077.00
G3 - Increase student engagement in their school and community	\$105,928.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$12,219.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$4,772.00
Grand Total	\$484,996.00