

Yokomi Elementary

10621660108118

Principal's Name: Stephen Zoller

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

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 student groups 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 (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.</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 rewritten 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 - Emma Amann				X	
3. Chua Xiong			X		
4. Rhonda Padjan		X			
5. Jessica Armstrong		X			
6. Rosie Puentes				X	
7. Desirae Washington				X	
8. Jordan Sanchez				X	
9. Jeanine Giacomini		X			
10. Carmen Contreras				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 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		3/26/25
SSC Chairperson	Emma Amann		3/26/25

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

Yokomi Elementary 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓	0 pts	-25.5 pts	2023-2024	-10.5 pts
SBAC ELA - percentage of students met/exceeded standard	✓	47.6 %	41.1 %	2023-2024	46.1 %
SBAC Math - Average distance from standard	✓	-5 pts	-35.6 pts	2023-2024	-20.6 pts
SBAC Math - percentage of students met/exceeded standard	✓	45 %	39.5 %	2023-2024	44.5 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

The problem of practice is that our students did not meet the growth targets according to DFS and also did not meet proficiency targets.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

-last year was the first academic year in the last 10+ years at Yokomi that each classroom teacher was required to teach both core subject areas of ELA and Math. As a result multiple teachers at each grade experienced their first year of teaching the core subjects in several years.

- having a more limited understanding of the rigor of the standards in the core subject areas the rigor of learning opportunities did not always meet or exceed grade level expectations. This did not allow students to be exposed to the grade level rigor to meet or exceed the standards.
- a group of students at each grade level is also lacking in prerequisite skills necessary for reading and writing
- some students are struggling with attendance, social-emotional, and motivational needs that are limiting their ability to be available for learning and requiring additional social-emotional support and motivation.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Tier 1: -Continue work with PLC+ for grade-level teams to create common challenges, plan instruction, review data from student assessments, and learn instructional strategies to meet the needs of the students. Beyond the required PLC+ times each month this includes planning days each quarter to ensure grade levels review data and plan rigorous instruction for students. As part of this data review PLCs will review the rigor of the standards and assessments to ensure the learning is at the appropriate grade level rigor.
- creating integrated and engaging instruction through the use of science to create learning opportunities that include high-level thinking skills required for science. This also creates multiple learning modalities through the use of hands-on science learning. To support this integrated instructional model certificated staff would benefit from additional professional learning specifically targeting the integration of science in literacy.
- Tier 2: -Provide targeted support for students identified through assessment who are lacking foundational skills necessary for literacy and mathematics. This will be done through the use of certificated tutors in grades Kindergarten through 2nd grade. In 3rd through 6th grade PLC teams will create targeted instructional blocks during non-core learning blocks to support the identified needs of students who are lacking foundational skills.
- provide support for students with additional social-emotional, attendance, or motivational needs through the support of a tier 2 intervention specialist.
- Tier 3: -for students who are not showing growth with previous tiers of support the SST process will be utilized to identify and meet their individual needs. Teachers will be provided with substitute teachers to allow them to attend these meetings with parents.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Reading and Writing on Grade Level and Beyond

Fully Implemented

The actions described in the 2024-2025 SPSA were fully implemented.

Action 2: Math at Grade Level and Beyond

Fully Implemented

The actions described in the 2024-2025 SPSA were fully implemented.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Reading and Writing on Grade Level and Beyond

Partially Effective

The actions were Partially Effective as instruction in the core areas was inconsistent at the start of the school year. As teachers were able to meet in the PLCs and plan out instructional opportunities we saw student data improve. We have seen continued improvement on grade-level and district-level assessments.

Action 2: Math at Grade Level and Beyond

Partially Effective

The actions were Partially Effective as instruction in the core areas was inconsistent at the start of the school year. As teachers were able to meet in the PLCs and plan out instructional opportunities we saw student data improve. We have seen continued improvement on grade-level and district-level assessments.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Certificated tutors will only be utilized to support K-2 students. Supports will happen not just in the morning instructional block but can be used throughout the day to ensure students do not miss new core instruction while receiving their targeted tier 2 support.
- 3rd-6th grade will provide their targeted support within their grade levels to ensure that the scaffolds necessary for students are utilized throughout the instructional days. To support with the size of these targeted groups additional adult support through Teaching Fellows will be utilized.
- PLCs will be provided with additional times each quarter to review data, plan instructional opportunities, create common challenges, and engage in professional learning on evidence-based instructional practices.

Section D: 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.

SSC:

Certificated tutors are beneficial to K-2 but we can reduce the number and pay for additional social-emotional supports for students. Add hours to make the Tier 2 specialist full-time.

Provide teachers with site licenses for technology

provide additional time to teachers and staff to plan and implement more science integration

Purchase additional supplies and resources necessary to increase science integration

Provide additional engagement opportunities for students such as assemblies (education and social/emotional)

ELAC:

Certificated tutors are beneficial to support students who are struggling with language acquisition.

Additional tutoring and homework support is helpful as parents are not always able to help at home

Parent meetings and child care for those meetings is appreciated.

Staff:

Staff recognizes the need for certificated tutors in K-2. 3rd-6th has not found their support to be as effective as K-2 therefore we can reduce the number of CTs to help provide additional tier 2 support for students. This would include increasing the hours of the Tier 2 intervention specialist to full-time.

Teachers want to purchase additional technology licenses to support their students

Provide additional time for planning in the form of planning days with sub-coverage and/or supplemental time before school starts or non-instructional days.

Provide additional professional learning in the area of science

integration. This would be done through additional PL time offered with supplemental contracts on early release days.

Purchase additional supplies and resources necessary to increase science integration to support student engagement

Action 1 :

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 ALL subject areas including science.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1

- 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).
- 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 receive 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. Provided additional professional learning 4 times per year specifically on integration of NGSS in literacy and mathematics.
- provide grade-level and departmental PLCs supplemental time or substitute days for the purpose of planning instruction, reviewing data, and planning interventions/enrichment. (once per quarter)
- Science notebooks are an additional tool used to improve writing skills in 1 - 6 grades.
- Identified GATE students will receive instruction to meet their needs through differentiated instruction that will challenge, enrich, deepen, extend, and accelerate their learning.
- Supplemental books, materials, and technological supplies will be provided to support students' understanding of science, social studies, math, literacy and language arts (Tier 1 and 2).
- 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 this includes software and licenses for programs.
- Yokomi will utilize site copiers to provide additional materials, supplemental Take-Home books, practice guides, etc. to deliver instruction.

Tier 2

- Kinder-2nd grade students will receive differentiated literacy instruction for 30-40 minutes during reading deployment, which includes services from our certificated tutors.
- 3rd-6th grade will use a multi-tiered system of support for students that will be supported by a certificated tutor.
- 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).

Tier 3

- Substitute Teachers may be used to release teachers to attend SST meetings to provide more individualized supports for students who need those more targeted supports.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- 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.

- Site licenses for software and websites to support English language acquisition will be purchased.
- 3rd - 6th grade English Learners receive designated ELD instruction utilizing strategic grouping during academic rotations and employing Personalized Learning instruction. Regionally funded Teaching Fellows will be used to support teachers pulling 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
- 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
- Specific planning time for data review and planning instructional supports for EL students

Student Groups

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

- Kinder-2nd grade students will receive differentiated literacy instruction for 30-40 minutes during reading deployment, which includes services from our certificated tutors.
- Supplemental books, materials, and technological supplies will be provided to support students' understanding of science, social studies, math, literacy and language arts (Tier 1 and 2).
- 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 this includes software and licenses for programs.

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

- Provide grade-level and departmental PLCs supplemental time or substitute days for the purpose of planning instruction, reviewing data, and planning interventions/enrichment. (once per quarter)
- Provided additional professional learning 4 times per year specifically on integration of NGSS in literacy and mathematics.
- Supplemental books, materials, and technological supplies will be provided to support students' understanding of science, social studies, math, literacy and language arts (Tier 1 and 2).
- K-2nd 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.
- 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.
- Substitutes provided for PLC teams specifically for reviewing ELD standards, data review, and planning instructional supports for EL students
- Homework Club for EL students.
- Trained Assessors will be used to help administer parts of the ELPAC assessment.

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

Utilize district baseline scope and sequences and curriculum as the foundation for core instruction with the students.

Administer and review district/regional level assessments to determine students' strengths and areas of need (iReady, DIBELS, FSA, BAS, etc)

Meet once monthly as a staff for professional learning opportunities directed by the work of the Instructional Leadership Team ILT.

PLCs will meet multiple times each month using the PLC+ framework to develop Common Challenges and determine the instructional needs of students.

Students will 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.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

The following assessments will be administered and used by ILT, PLCs, Teachers, and administration to monitor student performance and growth:

- 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

Medium-Term (Change in Behavior or Performance) Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Using the data sources ILT, PLCs, Teachers, and administration will create interventions and enrichment opportunities for students

PLC teams will create common challenges from this data determining evidence-based instructional approaches necessary to address the common challenge.

Results-

This will lead to students showing growth on iReady, DIBELS, FSA, BAS, and CFAs

Long-Term (Change in Condition) Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

PLCs will determine instructional approaches necessary to meet the needs of the student groups. This may include seeking out additional evidence-based strategies to meet those needs

Additional professional learning on EBS will be provided to PLCs teams with the support of ILT and administration.

Results-

This will lead to at least 80% of students meeting their typical growth on iReady

Increase in the distance from standard, DFS, on SBAC by at least 15 points

Action 2 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1

- Teachers will use GoMath curriculum as their main source of resources, strategies, and materials to teach grade-level standards.
- 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 receive 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. Provided additional professional learning 4 times per year specifically on integration of NGSS in literacy and mathematics.
- provide PLCs supplemental time or substitute days for the purpose of planning instruction, reviewing data, and planning interventions/enrichment. (once per quarter)
- 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.

- Instructional support for teachers with the instructional coach
- Teachers will utilize digital displays, computers, document cameras, and various other technological equipment to deliver rigorous, high-quality instruction this includes software and licenses for programs.

Tier 2

- Teachers 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).
- 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 the After School Program or EL Homework Club will receive help with math homework after school.

Tier 3

- Substitute Teachers may be used to release teachers to attend SST meetings to provide more individualized supports for students who need those more targeted supports.

[English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner \(LTEL\) students, and students who have been reclassified.](#)

- 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.
- Provide teachers additional planning opportunities focused specifically on meeting the language needs of our EL students during their math instructional block
- After School Homework Club, specifically for EL students, will provide additional help and instruction in their primary language including support in mathematics
- 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.
- Other instructional strategies to help EL students include sentence frames, graphic organizers, and talk moves during academic discussions.
- Supplemental books/materials/technology

Student Groups

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

- Supplemental books, materials, and technological supplies will be provided to support students' understanding of science, social studies, math, literacy and language arts (Tier 1 and 2).
- 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 this includes software and licenses for programs.

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

- Provide grade-level and departmental PLCs supplemental time or substitute days for the purpose of planning instruction, reviewing data, and planning interventions/enrichment. (once per quarter)
- Provided additional professional learning 4 times per year specifically on integration of NGSS in literacy and mathematics.
- Supplemental books, materials, and technological supplies will be provided to support students' understanding of science, social studies, math, literacy and language arts (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.
- Substitutes provided for PLC teams specifically for reviewing ELD standards, data review, and planning instructional supports for EL students

- Homework Club for EL students.

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

Utilize district baseline scope and sequences and curriculum as the foundation for core instruction with the students.

Administer and review district/regional level assessments to determine students' strengths and areas of need (iReady, IABs, CFAs)

Meet once monthly as a staff for professional learning opportunities directed by the work of the Instructional Leadership Team ILT.

PLCs will meet multiple times each month using the PLC+ framework to develop Common Challenges and determine the instructional needs of students.

Students will 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.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

The following assessments will be administered and used by ILT, PLCs, Teachers, and administration to monitor student performance and growth:

- iReady Data
- SBAC Data
- Common Formative Assessments- Written responses and performance task formats
- IABs

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Using the data sources ILT, PLCs, Teachers, and administration will create interventions and enrichment opportunities for students

PLC teams will create common challenges from this data determining evidence-based instructional approaches necessary to address the common challenge.

Results-

This will lead to students showing growth on iReady, CFAs, and IABs

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

PLCs will determine instructional approaches necessary to meet the needs of the student groups. This may include seeking out additional evidence-based strategies to meet those needs

Additional professional learning on EBS will be provided to PLCs teams with the support of ILT and administration.

Results-

This will lead to at least 80% of students meeting their typical growth on iReady

Increase in the distance from standard, DFS, on SBAC by at least 15 points

2025-2026 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		56,768.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Site Licenses, Reflex Math, Generation Genius, etc.	10,900.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Planning (Subs), IEP (Subs)	32,058.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Homework Center for English Learners	6,479.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Site Licenses, Reflex Math Generation Genius, etc.	1,100.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Instructional Supplies and materials, supplement materials for reading, math and science	36,255.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Extra supplies-non general ed	27,296.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	150.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4375		52,507.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Planning Day with Emphasis on English Learners.	9,268.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	6,068.00
G1A1	LCFF: EL	Instruction	Mat & Supp			extra supplies-non general ed.	995.00

\$239,844.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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 %	86.5 %	2024-2025	87.6 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

We did not meet the target in the student-centered/real-world experiences on the fall survey. The lowest reported question continues to be "My school teaches lessons in a way that connects with my life."

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

With the transition from departmentalization in 3rd through 6th grade teachers are working collaboratively to integrate science and other real-life opportunities into a l subject areas. Since teaching the core subject areas is new to many teachers they need additional instructional practices to help connect the learning to students' experiences.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Provide teachers with additional professional learning time on connecting learning to student experiences specifically in the area of science integration.

Provide PLCs additional planning and PLC+ time to develop common challenges and learn and implement instructional practices that connect learning to students' experiences

Engage students further by providing additional real-life connection experiences through field trips (on and/or off campus), assemblies, or projects.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Involvement in Real-World learning & community service

Partially Implemented

The actions were partially implemented 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 a few 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.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Involvement in Real-World learning & community service

Effective

The current actions were effective though we did not meet the goal we did increase since the previous year. Additionally, the largest increase was in providing students with learning opportunities that connect to their lives.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Provide teachers with additional professional learning time on connecting learning to student experiences specifically in the area of science integration.

Provide PLCs additional planning and PLC+ time to develop common challenges and learn and implement instructional practices that connect learning to students' experiences

Engage students further by providing additional real-life connection experiences through field trips (on and/or off campus), assemblies, or projects.

Section D: 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.

SSC:

Provide teachers with site licenses for technology
provide additional time to teachers and staff to plan and implement more science integration

ELAC:

Certificated tutors are beneficial to support students who are struggling with language acquisition.
Additional tutoring and homework support is helpful as parents are

Staff:

Teachers want to purchase additional technology licenses to support their students
Provide additional time for planning in the form of planning days with

Purchase additional supplies and resources necessary to increase science integration

Provide additional engagement opportunities for students such as assemblies (education and social/emotional)

not always able to help at home

Parent meetings and child care for those meetings is appreciated.

sub-coverage and/or supplemental time before school starts or non-instructional days.

Provide additional professional learning in the area of science integration. This would be done through additional PL time offered with supplemental contracts on early release days.

Purchase additional supplies and resources necessary to increase science integration to support student engagement

Action 1 :

Real-World learning & engagement opportunities

Action Details:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Engage students further by providing additional real-life connection experiences through field trips (on and/or off campus), assemblies, or projects.
- Students will have opportunities to listen, share, and discuss concerns at weekly Classroom Meetings utilizing Second Step curriculum
- Interschool athletics offered to 5th /6th-grade students (e-sports, football, volleyball, soccer, basketball, softball, and cross country(3rd – 6th)
- 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 1st-3rd grades.
- Extended Learning (after-school program) opportunities for K-6th grade to include: tutoring, homework club, sports, and recreational activities.
- During multiple opportunities during the year students earn Giant tickets for modeling the Guidelines for Success/Safe & Civil Schools. Weekly raffles are held.
- 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
- 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.
- 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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- English learners students and families will be provided 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.
- 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.

Student Groups

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

English learners students and families will be provided 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.

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

- Engage students further by providing additional real-life connection experiences through field trips (on and/or off campus), assemblies, or projects.
- Provide teachers with additional professional learning time on connecting learning to student experiences specifically in the area of science integration.
- Substitute teachers will be provided to support engagement activities such as 6th-grade camp, Peach Blossom, Science Fair judging, etc.
- purchase materials and supplies necessary to support science integration and other enrichment opportunities.

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

- Interschool athletics are offered to 5th /6th-grade students (e-sports, football, volleyball, soccer, basketball, softball, and cross country(3rd – 6th) with uniforms and equipment to be purchased to increase participation and school spirit.
- 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 1st-3rd grades.
- Extended Learning (after-school program) opportunities for K-6th grade to include: tutoring, homework club, sports, and recreational activities.
- During multiple opportunities during the year students earn Giant tickets for modeling the Guidelines for Success/Safe & Civil Schools. Weekly raffles are held.
- 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
- 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.
- 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

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Increase to over 88% of students responding positively to questions on the student survey related to student-centered/real-world experiences on the Fall survey</p> <p>This will be monitored by the Culture and Climate team and site administration</p>	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Increase to over 90% of students responding positively to questions on the student survey related to student-centered/real-world experiences on the Spring 2026 survey</p> <p>This will be monitored by the Culture and Climate team and site administration</p>	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Increase to over 95% of students responding positively to questions on the student survey related to student-centered/real-world experiences by Fall of 2026</p> <p>This will be monitored by the Culture and Climate team and site administration</p>

Action 2 :

Science Integration

Action Details:

Utilize Next Generation Science Standards, NGSS, and hands-on science learning to provide students with rigorous real-world learning opportunities. This science instruction will be part of integrated instruction using science to enhance the learning of literacy and math standards.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1:

- All grade levels will integrate NGSS standards into their instructional day to enhance literacy and mathematics instruction. This includes hands-on science instruction at least one time per week.
- Engage students further by providing additional science-related experiences through field trips (on and/or off campus), assemblies, or projects.
- To enhance science integration into ELA and Mathematic additional supplemental books, materials, and technology supplies will be purchased.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Integrated ELD strategies will be used during science instruction. This will include frontloading vocabulary, visual resources, sentence frames, graphic organizers, and talk moves during academic discussions.

Student Groups

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

- To enhance science integration into ELA and Mathematic additional supplemental books, materials, and technology supplies will be purchased.

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

- Engage students further by providing additional science-related experiences through field trips (on and/or off campus), assemblies, or projects.
- Provided additional professional learning 4 times per year specifically on integration of NGSS in literacy and mathematics.
- Provide teachers with supplemental contracts to add additional hours of science integration professional learning at least once per quarter
- Utilize substitute release days for PLC teams to plan integrated science and literacy instruction.
- To enhance science integration into ELA and Mathematic additional supplemental books, materials, and technology supplies will be purchased.

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

All grade levels will integrate NGSS standards into their instructional day to enhance literacy and mathematics instruction. This includes hands-on science instruction at least one time per week. This will be done to deepen connections to students' lives and enhance their engagement in learning.

Progress Monitoring: Outcomes

Reasoning for using this action Strong Evidence Moderate Evidence Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

On the Fall student survey, results will increase to over 80% of students responding positively to the question related to lessons connecting to students' lives.

This will be monitored by the Culture and Climate team and site administration

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

On the Spring 2026 student survey, results will increase to over 82% of students responding positively to the question related to lessons connecting to students' lives.

This will be monitored by the Culture and Climate team and site administration

Increase to over 35% of students meeting or exceeding standards on 5th grade CAST 2026. Monitored by ILT and teachers

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

On the Fall 2026 student survey, results will increase to over 85% of students responding positively to the question related to lessons connecting to students' lives.

This will be monitored by the Culture and Climate team and site administration

Increase to over 50% of students meeting or exceeding standards on 5th grade CAST 2027. Monitored by ILT and teachers

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0565 Yokomi Elementary (Locked)

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Oth Equ Mnt			Equip Maintenance Ricoh copiers/printers/poster makers.	22,000.00
G2A2	Title 1 Basic	Instruction	Teacher-Supp			Prof. Dev./SST/Tutoring/Grd Level Planning **No IEPs**	12,722.00
G2A2	Sup & Conc	Instruction	Teacher-Supp			Prof. Dev./SST/IEP/Tutoring/Grd Level Planning	26,725.00

\$61,447.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		24.4 %	2023-2024	20 %
Chronic Absenteeism - (White)	✓		21.4 %	2023-2024	20 %
Suspension Rate	✓	1.07 %	3 %	2023-2024	2.5 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Chronic absenteeism continues to be a concern with over 20% of students being chronically absent and our white subgroup increasing in chronic absenteeism.
2.5% of students are still demonstrating behaviors that require a suspension from school.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

We have several families that feel their child does not need to attend school each day. Additionally, we continue to have students who struggle with illnesses that though they could return to school their parent keeps them home. Finally, we have some students who do not feel connected with the school community, struggle academically or are not engaged in learning so they do not want to attend school
Most negative student behaviors that lead to suspension results from students lacking the social and emotional skills necessary to manage their behaviors.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

We need to educate our parents about the importance of school attendance and the negative impact of students missing days of school.
Parent need to be educated further on when their student can and should not be at school due to illness.

Provide students with ways to connect to the school community, provide support academically, and create engaging learning opportunities.
Provide students with social and emotional skills necessary to make more positive choices including providing staff to support them in the learning process.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Character and Career Activities

Partially Implemented

The actions were Partially Implemented due to not all grade levels participated in the college or workplace experiences.

Action 2: Attendance and Suspensions

Fully Implemented

The actions were fully implemented to meet the desired student outcomes though some additional support would be beneficial.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Character and Career Activities

Partially Effective

Attendance rates have increased.
On the student surveys, we have 85% of students responding favorably in the student engagement domain.

Action 2: Attendance and Suspensions

Effective

We saw an improvement by lowering both chronic absenteeism and suspensions. We had a 6.3% decrease in chronic absenteeism and a .3% decrease in suspensions.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Provide more opportunities for students to feel connected to the school community and engaged in the learning

Ensure Tier 1 social and emotional supports are implemented through Second Step.

Provide targeted tier 2 support for students who are trending toward being chronically absent, having multiple office referrals, or having other social and emotional concerns.

Section D: 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.

SSC:

Having an RCA helps when students need someone to talk to or to check in with.

Continue with the implementation of student jobs and school site council

The Tier 2 intervention specialist has been helpful for the students who have received those supports

Continue with parent classes.

Appreciate the events sponsored by the PTA

Would like more opportunities for students to be involved in extra activities that bring parents to events

Assemblies and school spirit items help to promote engagement (uniforms, sports supplies, spirit wear, fun assemblies for students that they come home and talk about)

ELAC:

Having an RCA who speaks Spanish helps when students need someone to talk to.

The Tier 2 intervention specialist has been helpful for a few of their students.

continue with parent classes.

Staff:

Continue to monitor and support with the integration of Second Step

Continue with the implementation of student jobs and school site council

Fund Tier 2 specialist for additional time to support with students with more chronic needs.

Action 1 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1

- Students will be offered and encouraged to join activities, clubs, sports, or other organizations to foster a positive connection to school (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 to inquire about absences (Tier 1).
- 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. .
- All teachers will implement weekly Classroom Meetings using Second Step/OLWEAS to address any student behavioral issues that would affect attendance and social/emotional concerns
- RCA will provide space and/or activities for students who need a break (Kids Can Room)
- Students who are needing additional social emotional support in the classroom will be referred to the RCA to provide opportunities for self-regulation.

Tier 2

- Targeted Support Team TST will meet at least once a month to review student data around attendance, behavior, and teacher referrals to determine appropriate support for those students.
- Tier 2 Intervention Specialist will provide the following services: Confer with the nurse to identify chronically "ill" students or students with multiple absences, T2IS 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)
- RCA and T2IS will provide small groups to support with tier 2 social and emotional needs (Young Men of Character, Girl Power Group)
- Alternatives to suspensions will be used (Tier 2) to keep students 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 in the classroom.

Tier 3

- Consult with school psychologists to support at-risk students to help keep them in school and provide behavior modification
- Referrals to SST or ICET

[English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner \(LTEL\) students, and students who have been reclassified.](#)

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

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

Parent Classes and ELAC meetings will address issues related to attendance and behavior.

Student Groups

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

White (WH):

N/A

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

White (WH):

6-hour Resource Counseling Assistant (Bilingual Spanish) will be funded to provide support to students

Additional hours will be funded to add hours to the district-funded Tier 2 Intervention Specialist to fund him full-time (additional .5 FTE)

Purchase necessary materials and supplies for engagement opportunities, awards, student groups, incentives, etc.

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

White (WH):

Support for student behavior will start with structuring our school and classroom environment through the STOIC model and teaching social skills.

Provide more opportunities for students to feel connected to the school community and engaged in learning.

Ensure Tier 1 social and emotional supports are implemented through Second Step.

Provide targeted tier 2 support for students who are trending toward being chronically absent, having multiple office referrals, or having other social and emotional concerns.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

TST will meet at least once monthly to review data on student needs and provide targeted support. Monitored by the IS and Administration.

Review 1st quarter attendance rates of students to ensure less than 10% are showing at chronically absent. TST, Admin, Office Assistant

Review office referrals from quarter 1 and determine that at least 80% of referrals have led to some form of support as documented in ATLAS. Monitored by TST, IS, Admin

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

TST will meet at least once monthly to review data on student needs and provide targeted support. Monitored by the IS and Administration.

Review 2nd quarter attendance rates of students to ensure less than 12% are showing at chronically absent. TST, Admin, Office Assistant

Review office referrals from quarter 2 and determine that at least 80% of referrals have led to some form of support as documented in ATLAS. Monitored by TST, IS, Admin

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Decrease in behaviors and increase in attendance for students who have received targeted support. TST, IS and Admin will TST notes from the year and compare end-of-year attendance and behavior rates of those students who received support.

Review 4th quarter attendance rates of students to ensure less than 15% are showing at chronically absent. TST, Admin, Office Assistant

Review office referrals from quarter 4 and determine that at least 80% of referrals have led to some form of support as documented in ATLAS. Monitored by TST, IS, Admin

Action 2 :

Character and Career Activities

Action Details:

All students will participate in instruction and activities that build character and provide them with career-related experiences.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Provide Social/emotional and character instruction for students through the district-adopted curriculum. (OLWEUS, Class meetings, Morning meetings, etc.)
- 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.
- Staff will provide opportunities for selected students to have meaningful jobs on campus that connect them to school and provide 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.
- 2nd-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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- 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.

Student Groups

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

N/A

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

- Purchase materials and supplies necessary for Character Counts, science, and other events
- provide Junior Achievement opportunity to 2nd-grade students.

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

- Provide Social/emotional and character instruction for students through the district-adopted curriculum. (OLWEUS, Class meetings, Morning meetings, etc.)
- 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.
- Staff will provide opportunities for selected students to have meaningful jobs on campus that connect them to school and provide 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.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Increase to over 83% of students responding positively to questions on the student survey related to student engagement on the Fall survey

This will be monitored by the Culture and Climate team and site administration

Medium-Term (Change in Behavior or Performance) Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Increase to over 85% of students responding positively to questions on the student survey related to student engagement on the Spring 2026 survey

This will be monitored by the Culture and Climate team and site administration

Provide 4th-6th grade students an additional survey to understand the specific areas they feel would engage them more in school

Long-Term (Change in Condition) Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Increase to over 90% of students responding positively to questions on the student survey related to student engagement on the Spring 2027 survey

This will be monitored by the Culture and Climate team and site administration

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2025-2026 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
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.7500		62,641.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Tier II Intervention	0.5000	RU 4/25/25- Updated POS from 100% out of 0649 and now split 50/50 7090/0649	40,674.00

\$103,315.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	82 %	83 %	2024-2025	84.1 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

17% of employees have a less than favorable response on the staff survey. The lowest scoring question on the staff survey is around staff feeling recognition for the work they do.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

The staff that has been at the school for more than 10 years reports overall lower ratings than those who have been here less than 10 years; with 77% favorable response among 10+ years, while those with less than 10 years responded favorably at 96%.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Determine specific areas of need specifically around providing feedback to improve and grow and to provide recognition for the work they do.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Support, learning, and engagement for staff Fully Implemented

The action of maintaining active and supportive Professional Learning Communities for teachers and all staff members focusing on supporting the unique assets and needs of the community was fully implemented.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Support, learning, and engagement for staff

Partially Effective

Small growth was seen overall but the sub-areas of recognition and feedback continue to be in the low 70%.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Staff meeting times have greatly decreased due to collective bargaining therefore calendaring specific times for recognition and opportunities for feedback must take place.

Work with the staff to provide input on ways they best feel recognized and want to receive feedback from admin and each other.

Section D: 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.

SSC:

Provide teachers the time and space to collaborate on ways to support students.
Provide recognition of teachers' hard work to meet students' needs.

ELAC:

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

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 including planning days each quarter and additional professional learning once per quarter on the Tuesdays
Provide specific learning opportunities for staff based on their PLC's specific needs.
Build in celebrations around the common challenge work in PLC+

Action 1 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Each PLC will create a specific goal, or Common Challenge, to support student learning. During PLC meetings student data will be reviewed and targeted support groupings will be developed. Supplemental materials and supplies will be ordered to support targeted learning groups.

Real-world learning/engagement opportunities for students described in Goal #2 actions 1 and 2 will be provided to students through providing teachers/staff with supplemental contracts to sponsor or coordinate the oporties. Staff will be provided with materials and supplies necessary to support these opportunities.

PLCs will determine their goals and professional development materials will be purchased to support meeting their Common Challenge

Substitute release and/or supplemental time will be provided for PLCs to meet for planning, data review, and creating groupings to support students

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

-when working to develop specific academic groupings PLCs will ensure that appropriate ELD strategies are implemented for students.

-specific professional learning and planning sessions will focus on supporting ELD students

Student Groups

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

N/A

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

Substitute release and/or supplemental time will be provided for PLCs to meet for planning, data review, and creating groupings to support students

Supplemental time will be offered to allow teachers to attend 4 additional hours of professional learning during the school year

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

Each PLC will create a specific goal, or Common Challenge, to support student learning as part of PLC+ cycles
PLCs will determine their goals and professional development materials will be purchased to support meeting their Common Challenge
Substitute release and/or supplemental time will be provided for PLCs to meet for planning, data review, and creating groupings to support students
Scheduled celebration times will be calendar and held each quarter as part of the PLC+ cycles.
Meetings with individual PLC teams to determine the form of feedback and recognition they find to be most helpful.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Increase to over 83% of staff responding positively to questions on the staff survey related to organizational culture domain on the 2025 Fall survey

This will be monitored by the Culture and Climate team and site administration

Medium-Term (Change in Behavior or Performance) Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Increase to over 85% of staff responding positively to questions on the staff survey related to organizational culture domain on the 2026 Spring survey

This will be monitored by the Culture and Climate team and site administration

Long-Term (Change in Condition) Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Increase to over 87% of staff responding positively to questions on the staff survey related to organizational culture domain on the 2026 Fall survey

This will be monitored by the Culture and Climate team and site administration

2025-2026 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	Nc-Equipment			Technology, new/replacement laptops for teachers	500.00
G4A1	Sup & Conc	Instruction	Direct-Maint			HEAT Repairs	500.00

\$1,000.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	90 %	90.6 %	2024-2025	91.7 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

We still have approximately 10% of our families who have a less-than-favorable response around parent engagement at the school.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

The two questions with less than 90% favorable responses are:

My child's school frequently updates me about my child's progress in class- approximately 30% of ParentSquare messages go unviewed from the school and teachers

I feel like I am a partner in making decisions at my child's school- less than 30% of parents provide input on surveys sent home.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Ensure parents are aware of the forms of communication from the school, primarily ParentSquare.

Use these forms of communication to ensure parents are aware of opportunities to provide feedback and input and incentivize those opportunities.

Use currently higher attended events such as PTA events, science nights, open house, and back-to-school night to share the forms of communication.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Provide opportunities for family involvement

Fully Implemented

We have fully implemented the actions to engage families.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Provide opportunities for family involvement

Partially Effective

Though we have increased engagement from families we still have only about 70% of parents viewing the messages sent home each week and less than 30% responding to input/feedback surveys.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Ensure at least 80% of parents are actively checking ParentSquare messages each week. This will be done by weekly follow-up phone calls by our HSL to families who have not read the information.
During in-person events ensure families are using ParentSquare and provide support for those who have been unable to get on.

Section D: 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.

SSC:

ParentSquare is a great tool for communication
appreciate the events sponsored by the PTA
Would like more opportunities for students to be involved in extra activities that bring parents to events
Assemblies and school spirit items help to promote engagement (uniforms, sports supplies, spirit wear, fun assemblies for students that they come home and talk about)

ELAC:

Appreciate ParentSquare translation to be able to message teachers without the worry of a language barrier.

Staff:

ParentSquare is great for those parents who use it. The direct messages are wonderful.
Need more parents to view messages
PTA events are great for engaging families

Action 1 :

Provide opportunities for family involvement

Action Details:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Goal #2 opportunities for students with family connections:

- 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.
- Career/business awareness presentations sponsored by Junior Achievement.
- Students will be recognized through Monthly Character Counts celebrations
- 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), Winter/Spring Programs, 6th Grade End of Year Social and Promotion Ceremony,
- Supplemental contracts for staff to support Yokomi Elementary School (YES) News Team
- 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 off-campus engagement activities
- Purchase necessary materials and supplies to support various activities, events, student recognitions, assemblies, and engagement opportunities

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- English learners students and families will be provided 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.
- ParentSquare will be utilized as the main form of communication to allow for translated messaging.
- Recruitment for student and family involvement will be sent home in their home language.
- Translation services will be provided for families to be able to participate in the events
- Awards and incentives to recognize parent involvement.
- Support attendance and involvement in ELAC and other parent activities through the purchasing of materials and supplies and by providing child care as necessary.
- EL parent training and outreach

Student Groups

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

To support attendance and involvement in councils (SSC and ELAC) and parent meetings child care will be provided when necessary.

Translation services will be provided to families for all school-wide communication and during parent meetings and conferences.

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

Necessary materials and supplies will be purchased for parent meetings and community engagement opportunities.
 Items needed for parent communication, such as copiers, paper, etc., will be purchased.

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

ParentSquare will be the primary form of communication for the school. The entire school year's calendar of events will be posted on the calendar. Weekly events will be posted by school staff. Specific messages to groups (teams, clubs, councils, etc.) will take place as needed.
 Highly attended events such as PTA events, science nights, open house, and back-to-school night will be used to reiterate the use of ParentSquare and ensure families are able to receive necessary information.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Increase to over 91% of Families responding positively to questions on the Family survey related to family engagement on the 2025 Fall survey

This will be monitored by the Culture and Climate team and site administration

Increase the percentage of parents checking ParentSquare communications by 10% in the 1st quarter. Monitored by HSL and Admin

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Increase to over 92% of Families responding positively to questions on the Family survey related to family engagement on the 2026 Spring survey

This will be monitored by the Culture and Climate team and site administration

Increase the percentage of parents checking ParentSquare communications by an additional 10% in the 2nd quarter. Monitored by HSL and Admin

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Increase to over 95% of Families responding positively to questions on the Family survey related to family engagement on the 2026 Fall survey

This will be monitored by the Culture and Climate team and site administration

Increase the percentage of parents checking ParentSquare communications by an additional 10% in the 4th quarter to over 90%. Monitored by HSL and Admin

2025-2026 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			Babysitting for SSC, ELAC, and other meetings.	655.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Interpreting for Parent/Teacher conferences and other miscellaneous meetings.	655.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Materials and supplies for parent meetings and communication. **No food or incentives**	1,100.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Meeting supplies SSC/ELAC/etc.	500.00

\$2,910.00

2025-2026 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		56,768.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Site Licenses, Reflex Math, Generation Genius, etc.	10,900.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Planning (Subs), IEP (Subs)	32,058.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Homework Center for English Learners	6,479.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Site Licenses, Reflex Math Generation Genius, etc.	1,100.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Instructional Supplies and materials, supplement materials for reading, math and science	36,255.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Extra supplies-non general ed	27,296.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	150.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4375		52,507.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Planning Day with Emphasis on English Learners.	9,268.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	6,068.00
G1A1	LCFF: EL	Instruction	Mat & Supp			extra supplies-non general ed.	995.00
G2A1	Sup & Conc	Instruction	Oth Equ Mnt			Equip Maintenance Ricoh copiers/printers/poster makers.	22,000.00
G2A2	Title 1 Basic	Instruction	Teacher-Supp			Prof. Dev./SST/Tutoring/Grd Level Planning **No IEPs**	12,722.00
G2A2	Sup & Conc	Instruction	Teacher-Supp			Prof. Dev./SST/IEP/Tutoring/Grd Level Planning	26,725.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.7500		62,641.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Tier II Intervention	0.5000	RU 4/25/25- Updated POS from 100% out of 0649 and now split 50/50 7090/0649	40,674.00
G4A1	Sup & Conc	Instruction	Nc-Equipment			Technology, new/replacement laptops for teachers	500.00
G4A1	Sup & Conc	Instruction	Direct-Maint			HEAT Repairs	500.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting for SSC, ELAC, and other meetings.	655.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Interpreting for Parent/Teacher conferences and other miscellaneous meetings.	655.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Materials and supplies for parent meetings and communication. **No food or incentives**	1,100.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Meeting supplies SSC/ELAC/etc.	500.00

\$408,516.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$82,800.00
Sup & Conc	7090	\$256,878.00
LCFF: EL	7091	\$68,838.00
Grand Total		\$408,516.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$239,844.00
G2 - Expand student-centered and real-world learning experiences	\$61,447.00
G3 - Increase student engagement in their school and community	\$103,315.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$1,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$2,910.00
Grand Total	\$408,516.00