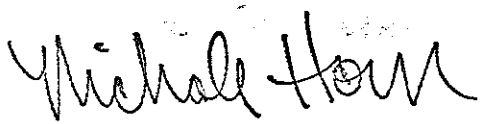
Yosemite Middle

10621666061204

Principal's Name: Nichole Horn

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

Title I SWP

Targeted Support and Improvement

Table of Contents

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

District Goals

The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals and Guardrails 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.

Academic Achievement The Whole Child (Engagement/SEL) Operational Excellence	**DISTRICT GOALS:** **Early Literacy** **Literacy Intervention** **College & Career Readiness** **Life Skills**	**DISTRICT GUARDAILS:** **Community Engagement** **Equitable Access** **Effective Staff** **Health & Wellness**

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

Consolidated Program Assurances

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

School Site Council

School Site Council List					
Member Name	**Principal**	**Classroom Teacher**	**Other Staff**	**Parent/Community Member**	**Secondary Student**
1. Principal – Nichole Horn	**X**				
2. Chairperson - Cody Rodriguez		**X**			
3. Sonya Sultan		**X**			
4. Garo Minasian		**X**			
5. Esmeralda Salcedo Renteria				**X**	
6. Celina Sandoval				**X**	
7. Claudia Aguilar				**X**	
8. Kellee Salinas					**X**
9. Bryan Bodilla					**X**
10. Karla Dominguez			**X**		
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name: Yosemite Middle			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	**Print Name Below**	**Signature Below**	**Date**
Principal	**Nichole Horn**	Nichole Horn	2/20/26
SSC Chairperson	Cody Rodriguez		2/20

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

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

FY 2026/27

Yosemite - 0505

ON-SITE ALLOCATION

3010	Title I	$65,682	*
7090	LCFF Supplemental & Concentration	$173,760	
7091	LCFF for English Learners	$71,504	
	TOTAL 2026/27 ON-SITE ALLOCATION	**$310,946**	

*	These are the total funds provided through the Consolidated Application	
*	Title I requires a specific investment for Parent Involvement	
	Parent Involvement Budget - Minimum	$2,136
	Program Budget	$63,546
	Total Title I Allocation	$65,682

ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Yosemite Middle 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review

School Level Dashboard

Goal	Selected Metrics	Current Target	Actual	As Of	Target
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		17.8 %	2025-2026	**18.9 %** ↑
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		12.3 %	2025-2026	**13.4 %** ↑
Goal 1	ELPAC - percentage of students who scored 4		12.4 %	2024-2025	**13.5 %** ↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)	45.9 %	41 %	2024-2025	**42.1 %** ↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	44.4 %	47.1 %	2024-2025	**48.2 %** ↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		29.8 %	2025-2026	**30.9 %** ↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		43.3 %	2025-2026	**44.4 %** ↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		28.4 %	2025-2026	**29.5 %** ↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		43.8 %	2025-2026	**44.9 %** ↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	-74.6 pts	-77.6 pts	2024-2025	**-62.6 pts** ↑
Goal 1	SBAC ELA - Average distance from standard (Students w/ Disabilities)	-170.5 pts	-184.9 pts	2024-2025	**-169.9 pts** ↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		23.5 %	2024-2025	**28.5 %** ↑
Goal 1	SBAC Math - Average distance from standard (ALL)	-105.2 pts	-105.4 pts	2024-2025	**-90.4 pts** ↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		16.6 %	2024-2025	**21.6 %** ↑
Goal 2	Fall Climate & Culture staff survey- percent favorable in staff health & wellness domain		97 %	2025-2026	**97.33 %** ↑
Goal 2	Chronic Absenteeism - (Asian)		22 %	2024-2025	**21.4 %** ↓
Goal 2	Chronic Absenteeism - (English Learner)		26.7 %	2024-2025	**26.1 %** ↓

Goal 2	Chronic Absenteeism - (Hispanic)		29.9 %	2024-2025	**29.3 %** ↓
Goal 2	Chronic Absenteeism - (Long-Term English Learner)		26.9 %	2024-2025	**26.3 %** ↓
Goal 2	Chronic Absenteeism - (Socioeconomically Disadvantaged)		31.2 %	2024-2025	**30.6 %** ↓
Goal 2	Chronic Absenteeism - (Students w/ Disabilities)		40.9 %	2024-2025	**40.3 %** ↓
Goal 2	Chronic Absenteeism (ALL) Semester 1	28.9 %	17.5 %	2025-2026	**16.8 %** ↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	94 %	96 %	2025-2026	**97.1 %** ↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	96.4 %	96 %	2025-2026	**97.1 %** ↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		88 %	2025-2026	**90 %** ↑
Goal 2	Suspension Rate - (English Learner)		13.7 %	2024-2025	**13.37 %** ↓
Goal 2	Suspension Rate - (Long-Term English Learner)		15.8 %	2024-2025	**15.47 %** ↓
Goal 2	Suspension Rate (ALL) Semester 1	10.57 %	2 %	2025-2026	**1.67 %** ↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

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

Students are not performing at grade level and not growing by at least 15 points per year in Math and ELA.

Students are not re-designating at the appropriate level of students.

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

Students are not reading/performing (both math and reading) at grade level and therefore struggle to understand current teaching.

Social emotional needs prevent current learning, including a lack of intrinsic motivation.

Teaching practice attempts to mitigate the lower entry level of students by not teaching to the need/rigor of the standard.

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.

Students are not reading/performing at grade level and therefore struggle to understand current teaching.

- Teachers need time to supplement curriculum and planning in order to be prepared for just in time scaffolds so students can lifted up to the current grade level work, allowing student to complete more work instead of teacher completing work.
- Full implementation of Illustrative Math
- Additional tutoring/teaching time for students to bridge the gap.
- Teachers need differentiated Professional Learning and planning time with PLC beyond the Tuesday meetings.

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.

Social emotional needs prevent current learning, including the lack of intrinsic motivation.

- Motivation/Incentive for performance.
- Social Emotional resources for students.

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.

Teaching practice does not match the needs of the students and at times is not taught to the rigor of the standard.

- Professional Learning for teachers
- Coaching and planning time for teachers to improve.
- Students spend much of their day working in Spanish, allowed by the teacher.

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

Increase ELA/Literacy Achievement

Partially Implemented

Various teacher development plans were not fully implemented due to other needs arising. Teachers were not following FIABs with fidelity, therefore the data chats did not take place as scheduled. PLCs met sporadically due to PLC schedule.

Increase Math Achievement

Partially Implemented

Various teacher development plans were not fully implemented due to other needs arising. Teachers were not following FIABs with fidelity, therefore the data chats did not take place as scheduled. PLCs met sporadically due to PLC schedule. Teachers did not follow the curriculum as given but combined 2 separate curriculums.

Increase EL Reclassification

Fully Implemented

Teachers had smaller class sizes and met with students regularly. TSA led small groups of students to improve reading levels.

Linked Learning

Fully Implemented

All students were provided with computer access. Computer were also provided in class as support if a computer was left at home. Time was spent teaching students proper use of the computer.

College and Career Readiness

Partially Implemented

Student field trips to universities did not take place. Students were counseled on the A-G requirements as well as high school readiness requirements. Students were provided opportunities to attend workshops at local universities.

Decrease Chronic Absenteeism

Fully Implemented

Students were provided with incentives to be at school as well as being taught expectations for being at school. Teachers also participated in social emotional screeners to determine which students need additional support

Decrease Suspensions

Fully Implemented

Fully Implemented: Suspensions decreased.

Increase VAPA Activities

Fully Implemented

Fully implemented.

Increase Staff Sense of Belonging

Fully Implemented

Fully implemented.

Increase Parent Culture Climate Survey-Respect and Welcomed

Partially Implemented

Partially Implemented due to a vacant position of After School Lead which helps with parent connection.

Communication and Participation with Stakeholders

Fully Implemented

Partially Implemented due to a vacant position of After School Lead which helps with parent connection.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Increase ELA/Literacy Achievement

Effective

.Data shows increase in scores at all metrics. Implementation of extra support is ongoing and final data is not available yet.

Increase Math Achievement

Effective

Data shows increase in scores at all metrics. Implementation of extra support is ongoing and final data is not available yet.

Increase EL Reclassification

Partially Effective

While data shows a decrease in performance, the metrics have changed and increased the support level given to students through the ELD process. A dedicated FTE was provided this year for ELD support.

Linked Learning

Effective

All students were provided with laptop and additional laptops were available as needed.

College and Career Readiness

Partially Effective

Students have been provided counseling services for both on track and at risk counseling, including A-G and High School Readiness Requirements. Students have had opportunity to attend college conference trips. Multiple trips have not happened yet, but are scheduled.

Decrease Chronic Absenteeism

Effective

The percent of chronic absent students has decreased. While we have had 2 missing staff positions for most of the year, the remaining staff stepped up and filled the void to increase student connection.

Decrease Suspensions

Effective

The process of re-entry and prevention has decreased the number of suspensions.

Increase VAPA Activities

Partially Effective

The number of students participating this year continues to hold strong due to the additional offering of drama and choir as options for classes. The addition of multiple field trips for performing arts increases the participation rate.

Increase Staff Sense of Belonging

Effective

The belonging of staff continues to hold strong and increase due to the time spent building staff bonds at the start of the year and continuing to develop throughout the year at PL and CCT sponsored events.

Increase Parent Culture Climate Survey-Respect and Welcomed

Effective

Additional contact with parents through Back to School event and parent phone calls at the start of the year increased the percent of responses indicating family belonging.

Communication and Participation with Stakeholders

Effective

Through the use of Parent Square and additional communication, stakeholders are more involved.

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.

1. Removal of position of After School Lead, due to reallocating funds for student performance.

2. Increase funding for sub coverage for teacher differentiated professional learning.

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:

1. Approve removal of After School Lead
2. Continue ELD individual student work
3. Continue staff outreach to maintain staff belonging and student connectiveness.
4. Continue the use of
    - CHAMPS
    - conferences for students failing classes
    - keystone pedagogies
    - Dual Immersion
    - Additional Computers
    - Field Trip Incentives
    - Digital Classrooms
    - Tiered Levels of Support
    - Library Materials
    - Planning Time
    - Before and After School Tutoring
    - Focused SBAC/ELPAC test prep

ELAC:

1. Support for EL students within classes.
2. Family outreach through parent meetings.
3. Continue use of
    - Tutoring after school
    - Awards for improvement
    - Fieldtrips to colleges
    - Tutoring
    - High School Credit for Spanish
    - Parent information on school systems
    - After school classes for EL as a club
    - Increase incentives for high performing and improvement, both in beginning of year and throughout
    - Leadership continue to create posters and signs around campus

Staff:

1. Increase teacher planning/PL time
2. Increase ILT/CCT input
3. Continue the use of
    - conferences for students
    - keystone pedagogies
    - Dual Immersion
    - Additional Computers
    - Field Trip Incentives
    - Cultural Proficiency Training and Implementation
    - Digital Classrooms
    - Tiered Levels of Support
    - Library Material
    - High Structures on campus
        - cell phones
        - hallways
        - cafeteria

Action

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Increase ELA/Literacy Achievement

Action Details

Literacy Intervention

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

Direct Instructional Services

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

Tier 2:

- Students will receive additional in-class support through the use of flexible grouping and blended learning.
- Students will be given opportunities for tutoring based on data to support student learning and growth. Parent and student communication of progress will be included.
- Teachers will be provided with supplemental contracts to participate in additional PLC planning time and PL. Sub coverage will also be provided to allow for Professional Learning and Planning during the school day.
- Teachers and Leaders will be intentional about monitoring data from all student groups and include them in after school tutoring.
- SPED Teachers, Co-Teachers, and Leaders will work with Cross-Functional Team for professional learning, data analysis, side by side processing, coaching, and problem solving.
- Teachers, Leaders and SEL staff will provide appropriate academic and behavioral supports.
- SEL staff will provide documentation of behavior, and social/emotional student needs to teachers and leaders.

Tier 3:

- Students who show a need will be provided with intensive behavior instruction/interventions, SEL and individualized help beyond what is provided to Tier 1 and Tier 2.
- Students will be given opportunities for tutoring based on data to support student learning and growth. Parent and student communication of progress will be included.
- Teachers and Leaders will be intentional about monitoring data from all student groups and include them in after school tutoring.
- Students progress is monitored more frequently to ensure progress by TST and REC.
- Teacher, Leaders, and SEL staff will track fidelity of intervention delivery and provide staff with current non-confidential updates of students progress.

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.

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

Student Groups

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

Students with Disabilities (SWD), Socio-economically Disadvantaged (SED), Long Term English Learner (LTEL), Hispanic (HI), English Learner (EL):

We will support these groups by providing additional reading materials, subs and professional learning time for teachers to improve instructional practices, professional learning for co-teachers, as well as professional learning texts for teachers and leaders, and provide for computers for in class working areas. Furthermore, necessities for student learning will also be supplied.

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

Students with Disabilities (SWD), Socio-economically Disadvantaged (SED), Long Term English Learner (LTEL), Hispanic (HI), English Learner (EL):

We will support these groups by providing subs and professional learning time for teachers to improve instructional practices, improve instructional spaces in the classrooms, increase incentives for improvement on CAASPP and the transportation for off site incentives, provide materials for testing, improve testing resources, graphics to support student learning. Further, an After School Coordinator will be hired to work with these students in tutoring and reviewing learning. To assist students with technology, charging towers will be purchased as well as additional computers.

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

Students with Disabilities (SWD):

- Case managers will meet individually with students to discuss goals and goal setting
- Students and parent will be individually contacted to encourage regular participation in tutorials before, during, and after school by ASP Coordinator and team.
- PL for GE teachers given by SPED teachers on how to read and understand IEP's, BSP's and 504 plans to meet students' needs throughout the year.
- SPED and Co-Teachers will plan side by side with Core Teacher utilizing IPG, ELA and ELD State Standards, Spring Board Curriculum, CFA's and SBAC data to decrease the gaps of students with disabilities.
- Co-Teachers will work together to co-create engaging lessons that utilize flexible grouping or blended learning on a regular basis.

Socio-economically Disadvantaged (SED):

- Students who do NOT have a disability will also have access to before or after school tutorials, homework center will be provided to selected students to provide support and assistance with homework and tutoring.
- Students will receive academic mentors along with other support as needed, or pathways to available resources.

Long Term English Learner (LTEL):

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

Hispanic (HI):

- All students will meet either one on one or in small groups with a counselor.
- Grades and goals will be reviewed. Parents will be notified and given the opportunity to meet with teachers and academic counselor to develop an achievement plan for their student.
- Student and parents will be notified and given access to resources such as tutoring at the school site.

- Teacher will use sentence frames from the Claims and Targets to ensure grade level instruction as well as prepare students for future testing.

English Learner (EL):

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Families will be made aware of the interventions available to their student. Families will be invited to events on campus showcasing the learning of their student. Families will also have access to additional resources for use at home through the library and online resources.

Professional Learning

Describe Professional Learning related to this action.

Teachers will receive differentiated professional learning led by admin team accompanied with planning time and model lessons to implement learning.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence

Short-Term (Learning) Expect to see		Long-Term (Change in Condition) Hope to see

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

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

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

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.

IPG data, growth on iReady, CFAs, District Interim, IABs, and FIABs.

Teachers, Admin and ILT will monitor and plan accordingly.

And ultimately achieve these impacts.

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

Students will grow to a Distance from Standard of -62.6.

- PLC's collaborate to create, evaluate, and analyze data to increase student performance and looking at next steps to promote comprehension at high levels. Also teachers will calibrate grades to be reflective of curriculum and assessments. Evidence of PLC collaboration via agendas and minutes will be provided to admin on a weekly basis. (Teachers/ILT/Admin)
- Professional Learning on Learning By Doing and PLC+ to increase the capacity and performance of PLC teams; on Cultural Proficiency to increase understanding of diverse student needs; on Teacher Clarity and rigor; and on Lift for Designated ELD. Teachers will also receive professional learning based on their needs, interests, and choice. (Teachers/Admin)
- Counselor will hold D and F chats with all students each quarter that have earned D's or F's during the quarter. These conferences will result in goal setting plans and guide students to supports to improve grades. Special attention to be focused on our disproportionate students to ensure progress. In addition, A4 team will hold weekly check-ins with African American students on grades, social emotional well-being and make family connections. (Counselors/Admin)
- Provide all teachers with additional resources to purchase materials and supplies to increase the implementation of Cultural Proficiency Instruction and Authentic Literacy in their classroom based on their identified needs in conjunction with PLC work and in response to common formative assessments. IReady, FUSD Interims, and IAB's will be used to measure effectiveness of those resources. (Admin)

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Increase Math Achievement

Action Details

College & Career Readiness

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

Direct Instructional Services

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

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

Tier 1

- Students will work in challenging content on a procedural, conceptual, and task lessons in all math classrooms.

- Students will have access to digital resources for mathematics and computer access in all classes including GoMath, iReady, and NextGen Math.
- Students will work in an inclusive classroom environment with high expectations by the use of CHAMPS and Culturally proficient instructional strategies.
- Students will receive certificates, rewards, incentives, and/or incentive trips for grades, improvement, and increased effort.
- Teachers will goal set with all students to increase student achievement.
- Teachers will provide differentiation of core instruction to address diverse student classroom needs.
- Teachers will review learning targets and criteria for success in order for students to meet the learning target(s).
- Teachers, in collaboration with their PLC's, will continue to focus on implementing and analyzing FIABs.
- Teachers, Leaders and SEL staff will provide appropriate academic and behavioral supports.
- SEL staff will provide documentation of behavior, and social/emotional student needs to teachers and leaders.
- As needed, Designated ELD instruction in Math for EL Students to support building math vocabulary and concepts.

Tier 2

- Students will receive additional in-class support through the use of flexible grouping and blended learning.
- Students will be given opportunities for tutoring based on data to support student learning and growth. Parent and student communication of progress will be included.
- Teachers will focus on building students conceptual understanding to ensure our students have a solid foundation to build upon.
- Students will be identified through SBAC, FIABs, IAB's, FUSD Benchmarks, IReady Assessments, and/or CFA's.
- Students will receive additional in-class support through the use of flexible grouping and blended learning.
- Teachers and Leaders will be intentional about monitoring data from student groups and including them in after school tutoring, in collaboration with the After School Coordinator.
- Students will be given opportunities for before school or after school tutorials. Parent and student communication of progress will be included. Parents will be notified when students have at least two D's and/or F's in core classes.
- SPED Teachers, Co-Teachers, and Leaders will work with Cross-Functional Team for professional learning, data analysis, side by side processing, coaching, and problem solving.
- Teachers, Leaders and SEL staff will provide appropriate academic and behavioral supports.
- SEL staff will provide documentation of behavior, and social/emotional student needs to teachers and leaders.

Tier 3

- Students who show a need will be provided with SEL, intensive behavior instruction/interventions and individualized help that is provided to Tier 1 and Tier 2.
- Students will be given opportunities for tutoring based on data to support student learning and growth. Parent and student communication of progress will be included.
- Teachers and Leaders will be intentional about monitoring data from student groups and including them in after school tutoring.
- Students progress is monitored more frequently to ensure progress.
- Teacher, Leaders, and SEL staff will track fidelity of intervention delivery and provide staff with current non-confidential updates of students progress.
- Students will be identified through SBAC, FIABs, IAB's, FUSD Benchmarks, IReady Assessments, and/or CFA's and a Universal Screener as At-risk, below grade level, does not meet standards.
- Students will receive additional in-class support through use of flexible grouping and blended learning.
- Students will receive additional time before school or after school for tutorial. Parent and student communication of progress will be included, in collaboration with the After School Coordinator.

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.

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

Student Groups

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

Students with Disabilities (SWD), Socio-economically Disadvantaged (SED), Long Term English Learner (LTEL), Hispanic (HI), English Learner (EL):

We will support these students by utilizing math curriculum and supplementing additional curriculum, providing technology for classroom instruction, and providing professional learning for math teachers. We will also supply necessary items for student learning for these students.

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

Students with Disabilities (SWD), Socio-economically Disadvantaged (SED), Long Term English Learner (LTEL), Hispanic (HI), English Learner (EL):

We will support these students by providing professional learning for math teachers (including travel for conferences and substitutes for PL days), providing classroom supplies for instruction, providing testing simulation and data collection, providing incentives for improvement including transportation of incentives off site, providing improved instructional settings through additional technology. We also are allocating for an After School Coordinator position to organize before and after school, as well as at lunch, for study hall.

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

Socio-economically Disadvantaged (SED):

- All students will meet one on one with the academic counselor. Grades and goal will be reviewed.
- Parents will be notified and given the opportunity to meet with teachers and academic counselor to develop an achievement plan for their student.
- Student and parents will be notified of D and Fs and given access to resources such as tutoring and study hall

Students with Disabilities (SWD):

- Case managers will meet individually with students to discuss goals and goal setting.
- Students and parent will be individually contacted to encourage regular participation in tutorials before, during, and after school tutorials.

- PL for GE teachers given by SPED teachers on how to read and understand IEP's, BSP's and 504 plans to meet students needs.
- SPED and Co-Teachers will plan side by side with Core Teacher utilizing IPG, Math and ELD State Standards, Math Curriculum, and CFA data to decrease the gaps of students with disabilities.
- Co-Teachers will work together to co-create engaging lessons that utilize flexible grouping or blended learning on a regular basis.

Hispanic (HI):

- All students will meet one on one with the academic counselor. Grades and goal will be reviewed.
- Parents will be notified and given the opportunity to meet with teachers and academic counselor to develop an achievement plan for their student.
- Student and parents will be notified and given access to resources such as tutoring at the school site.

Long Term English Learner (LTEL):

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

English Learner (EL):

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Families will be made aware of the interventions available to their student. Families will be invited to events on campus showcasing the learning of their student. Families will also have access to additional resources for use at home through the library and online resources.

Professional Learning

Describe Professional Learning related to this action.

Teachers will receive differentiated professional learning led by admin team accompanied with planning time and model lessons to implement learning.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

- Teachers will use SBAC, FIAB/IABs and CFA's assessments to be strategic in their planning for complex text, task, and talk. Teachers will include the IReady program as a resource and intervention. Teachers will also break down data and determine any disproportionality and plan SBAC intervention using practice test. (Teachers/Admin)
- Module assessments along with IReady assessments will be monitored and interventions will be put in place. Students receiving a failing score or below grade level on this assessment will receive intervention/enrichment with their core teachers based on grade level clusters/standards tested. (Teachers/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.

IPG data, growth on iReady, CFAs, District Interim, IABs, and FIABs.

Admin and ILT will monitor.

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.

Students will grow to a Distance from Standard of -90.4.

- Common Formative Assessments - Teachers create CFA's (e.g. common exit tickets) and CFA's (e.g. unit assessments, EA's) based on state standards, and scope and sequence, utilizing the FIABs. Math will use common curriculum, lesson planning and learning targets when unpacking standards as well as using student work to calibrate proficiency. Students receiving a failing grade on their assessment will receive intervention with their core teacher based on grade level clusters/standards tested in small group. (Teachers/Admin)
- IPG: Classroom walkthrough data tool focused on the IPG will show overall increase in implementation of challenging content as evident from admin feedback to teachers and PLC's. Admin will monitor the implementation of academic discourse which is reflected in the IPG. Teachers will also use IPG as part of their individual and collaborative planning with their PLC's. (Teachers/Admin)
- Data Chats quarterly with all teachers, including SPED teachers, on progress of all students, individual students, and students with disabilities. Student achievement protocol for CFA analysis and student learning will be utilized. Teacher will share out successes and learning gaps for students and self. Also teachers will provide artifacts with examples of each level heading toward proficiency. (Teachers/Admin)
- PLC's collaborate to create, evaluate, and analyze data to increase student performance and looking at next steps to promote comprehension at high levels. Also teachers will calibrate grades to be reflective of curriculum and assessments. Evidence of PLC collaboration via agendas and minutes will be provided to admin on a weekly basis. (Teachers/Admin)
- Professional Learning for all teachers in utilizing EL instructional strategies to increase math performance task writing for all students. Data - Usage of Keystone Pedagogies in lessons, student artifacts brought to PLC's to show various examples of student progress. (Teachers/Admin)

- Professional Learning for lead teachers in PLI, Personalized Learning Initiative. Goal is to continue increasing student discourse utilizing a digital platform for student collaboration. Leads will become Trainer of Trainers and lead PL with staff. Teachers will observe each other provide feedback on complex text, talk and task. Data - Increased student discourse, IPG data points. (ILT/Admin)
- Counselors will hold Dand F chats with all students each quarter that have earned D's or F's during the quarter. These conferences will result in goal setting plans and guide students to supports to improve grades. Special attention to be focused on our disproportionate students (SWD and AA) to ensure progress. In addition, SEL team will hold weekly check-ins with African American students on grades, social emotional well being and make family connections. (Counselors/Admin)
- Walk through data will be used to monitor the implementation of school wide use of authentic literacy strategies in classrooms. Data will be tracked to monitor the increase in the number of teachers presenting the most challenging content as measured by instructional practice guide. Specific feedback will be given to support growth around IPG indicators. (Admin)
- Professional Learning on Learning By Doing, including success criteria and rigor and PLC+ to increase the capacity and performance of PLC teams; on Cultural Proficiency to increase understanding of diverse student needs; on Teacher Clarity; and on Lift for Designated ELD. Teachers will also receive professional learning based on their needs, interests, and choice. (Teachers/Admin)
- Student goal setting will be based on SBAC Math scores, Classroom progress monitoring assessments, and SBACIAB's. Teachers will meet with students individually and as a whole to goal set. Students and Individual Classes will receive an incentive for reaching their goals. Teachers will have data chats with admin team and goal set. (Teachers/Admin)

- Provide all teachers with additional resources to purchase materials and supplies to increase the implementation of Authentic Literacy in their classroom based on their identified needs in conjunction with PLC work and in response to common formative assessments. IReady and IAB's will be used to measure effectiveness of those resources. (Admin)
- Professional Learning for all teachers in Math Lesson Design (MLD) in utilizing instructional strategies to increase math performance for all students. Data - Usage of MLD structures, teacher lesson plans, student artifacts brought to PLC's to show various examples of student progress, CFA data. (Teachers/Admin)

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Increase EL Reclassification

Action Details

Literacy Intervention

Staff will increase the ELPI (English Learner Progress Indicator) level from 41% (see % on CA School Dashboard) to 42.1% by June 2025.

Direct Instructional Services

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

- All Teachers will identify their English Learner's needs using ELPAC results and will complete a goal setting chat with each EL student to ensure they understand their goal and make progress towards reclassification.
- Small group meetings (English Learner Goal Setting Assembly) will be implemented for all EL students in in January to ensure our EL understand the purpose of the ELPAC, their personal goal, and the schoolwide goal. Additionally, the meetings will celebrate and highlight our EL student's language assets as students that speak more than one language (English Learner California Roadmap Principle #1).
- After school tutoring will be implemented for EL students that are identified as not making progress. Site will use Ellevation data and data collected during ELRT meetings with teachers to identify the cohort of students that will receive additional support after school through collaboration with After School Coordinator
- Professional learning for all teachers will be provided with support and guidance from English Learner Services. This professional learning will be designed to support teachers based on their needs and schoolwide EL data as measured by ELPAC, SBAC, and i-Ready. All EL students will be involved in ELPAC chats prior to administration of test.
- Teachers will use EL data to inform instruction and implement EL strategies in classrooms across the board, EL students will be better supported
- Students will goal set utilizing SBAC scores, ELPAC scores, IReady scores, CFAs, and Grades.
- Teachers will increase parent communication (After School Lead-Spanish Translator, staff extra-time or overtime).
- Students will complete ELPAC Assessment (Allocate for ELPAC Assessors, materials, supplies).
- Students to receive tiered levels of support. (Allocate for PL, conferences, travel, teacher stipends for tutorials).
- Students will receive recognition for achievements and efforts (Allocate for student incentives, certificates, food items, medals, trophies, buses, reward activities).
- Students who are newcomers, if they qualify, will be placed in Dual Immersion will have Spanish Language Arts and History(7th)/Science (8th) in Spanish and the rest of their courses in English. (Allocate for Spanish reading materials and stipends for DI Team).
- Students will be given opportunities for after school tutorials. Parent and student communication of progress will be included. (Allocated for After School Program Coordinator and tutors)
- Students will have digital classrooms. (Allocate for monitors, speakers, sound cords, extension cords, computers, furniture for collaboration-group tables and chairs).
- Students in tier 2 and 3 will have additional supports (Allocate for TSA, teacher stipends, Lift).
- Students will have access to library (Allocate for books, online and print subscriptions, computers, furniture for collaboration - tables for flexible seating and chairs).
- Provide PL on culturally responsive teaching and cultural proficiency for teachers and support staff (Allocate for subs, teacher stipends)
- Co-Teachers will work together with GE teachers to co-create engaging lessons that utilize flexible grouping or blended learning on a regular to enhanced services for low performing EL student groups. (Allocate for books, supplies and materials)

- Provide training through FUSD EL services and site based: to increase complex, text, talk, and task through reading, writing, listening and speaking in complex text through district adopted curriculum.
- Increase student discourse and accountable talk strategies for EL students. (Allocate for subs)
- Provide PL on differentiating instructions for EL/SPEDEL students in order to maximize their achievement. (Allocate supplies and materials)
- Teachers will integrate the CAELD standards in all core content areas and engage in professional learning that will provide them with the latest research on effective English language EL students will receive targeted instruction aligned to the CAELD Standards daily through integrated and designated ELD instruction. Instruction in reading, writing, speaking, listening and language development will be provided to support all learning modalities (visual, auditory, and tactile learners).
- Teachers/PLCs/site leadership will analyze SBAC and ELPAC results as well as quarterly CFAs and Interim assessments and disaggregate data to monitor and track EL student progress to assess and respond to instructional needs.
- EL student progress will be monitored after each assessment period (ELPAC, i-Ready) to ensure that students are making adequate progress towards one ELPI level growth each year and be reclassified on time.
- Reclassified students will be celebrated and recognized during quarterly award assemblies.
- Site Administrators will provide feedback to Teachers using the updated IPG during Designated and Integrated ELD Instruction and support through EL PL Plan.

Tier 1

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

Tier 2

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

Tier 3

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

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.

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

Student Groups

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

Long Term English Learner (LTEL):

English Learner (EL):

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

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

Long Term English Learner (LTEL):

English Learner (EL):

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

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

Long Term English Learner (LTEL):

English Learner (EL):

As a site, we will provide increased professional development for our teachers of EL students, increase incentives for student performance, and assign additional student tutoring/learning.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Families will be made aware of the interventions available to their student. Families will be invited to events on campus showcasing the learning of their student. Families will also have access to additional resources for use at home through the library and online resources. Additional meetings will be held with ELAC parents.

Professional Learning

Describe Professional Learning related to this action.

Teachers will receive differentiated professional learning led by admin team accompanied with planning time and model lessons to implement learning.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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
We will achieve these changes in knowledge and learning... Include how these outcomes will be measured and who will monitor them. • All EL students will be identified by teachers prior to school starting. Students' present levels will be analyzed for appropriate placement and requisite supports through before and after school tutoring. (Teachers/Admin)	*Shape these behaviors...* Include how these outcomes will be measured and who will monitor them. Progress will be monitored through practice ELPAC testing, CFAs, IABs, FIABs	*And ultimately achieve these impacts.* Include how these outcomes will be measured and who will monitor them. EL students will increase by at least 1 level on the ELPI score.

- Scores for EL students will be monitored using SBAC, ELPAC, and IReady data. This data will be tracked and monitored to identify ongoing supports for “next step” actions. (Teachers/Admin)
- EL students will track D’s and F’s with academic counselors, TSA, or member of the ELRT. SPED teachers will monitor the progress of the students they case manage with IEP goals for EL redesignation monitored. (ELRT)
- ELPAC, SBAC, IReady chats will be held prior to each test’s administration with both academic counselor and ELRT. As additional reclassification criteria is determined, additional chats will take place. (Teachers/Admin)
- EL Students will be counseled on achievement gaps. Criteria for success, goal setting for students to advance at least one proficiency level and documented in ATLAS with communication with parents. (Counselors/Admin)
- TSA will provide interventions to LTEL based on the EL Reclassification Goal Setting tool and teacher observations provide EL Tutorials and raise awareness on criteria for Reclassification --ELPAC, assessments and SBAC cut points and provide literacy and academic intervention. (TSA/Admin)
- Focus on targeted group of students at the beginning of the school year and throughout support all teachers by providing strategies and resources on teaching EL students, focusing on Reclassification facilitate professional learning for teachers and staff on ELA/ELD framework, Keystone pedagogies, disciplinary literacy, and academic language. (TSA/Admin)
- Develop an EL program (integrated and designated) and using EL data to inform instruction and to build a bridge program with feeder schools to best support incoming 7th grade EL students in the classrooms to provide teachers with feedback regarding EL students progress as well as language barriers. (Teachers/Admin/Counselors)
- Monitor RFEP students and provide new teachers as well as teachers looking for new ways school to scaffold lessons and curriculum for EL students by demonstrating a model lessons for the class period. EL Support Team and TSA will work with AC’s to ensure the inclusion of EL standards. Increase EL student engagement in school activities. (TSA/Admin)

- EL Support Team and TSA will analyze and develop a strategic plan to support LTEL students based on the following: ELPAC results ELACAASPP, and IReady Assessments. Quarterly academic/grade monitoring RFEP monitoring tool and D/Frate. Teaching Fellows work with ELD teacher in class to help with the various levels of EL learners within the classes supports EL students in various academic classes as assigned by ELD Teacher. (TSA/Admin)

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

College and Career Readiness

Action Details

College & Career Readiness

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

Direct Instructional Services

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

Students will have access to career exploration activities on/off campus.

- Students will have opportunity to attend field trip to Fresno State
- Students will have opportunity to students attended field trip to UC Santa Cruz
- Students will have opportunity to participate in Latino Conference at Fresno State
- Students will have opportunity to participate in African American Student Leadership Conference
- Students will have opportunity to participate in Laotian Conference at Fresno State
- Students will have opportunity to participate in Black College Expo
- Inside and outside of the classroom time (tutoring at lunch/after school) to support student needs. Teachers will have supplemental contracts approved for tutoring to ensure high school readiness.
- Students will receive direct instruction with challenging content as well as differentiated instruction within instructional time to ensure high school readiness.
- Students will receive presentations on the following:
    - A-G Requirements
    - High School Graduation Requirements
    - CTE Pathways
- Students will utilize digital resources that align with practice and assessment with SBAC administration on the CAASPP platform.
- Students will participate in strategic intervention groups after data from common formative assessments are analyze to prepare them for the rigorous college and career ready expectations.
- Awards for students who show improvement during the quarter will be given by Counselors
- Graphics will be used for registration and promotion posters of colleges.

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.

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

Student Groups

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

We plan to support students by providing technology and books and subs for teachers to engage in professional learning.

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

We plan to support students by providing field trips to college/career locations.

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

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Families will be made aware of the requirements for their student. Counselors will have outreach booth at family events.

Professional Learning

Describe Professional Learning related to this action.

Counselors will attend PL at CCR. Counselors and Admin will inform teachers of pathways available to students

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

- All students will complete CCR programing "California Colleges" competences through their PE classes. Students will complete college and career readiness activities such as personality styles, interests, and skills inventories to match careers and research of colleges. (Counselors/Admin)
- All 8th grade students will receive: High school of choice presentations and counseling to choose career pathways. (Counselors/Admin)
- All students will receive A-G requirements and 6 year advisement plan for college and career readiness. This includes course requirements, GPA and goal setting. (Counselors/Admin)
- Historically underserved students will be selected by Academic counselors to sign up for check in/check out system (Counselors/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.

All students will be High School Ready by the end of the 8th grade year. Students will have grades and attendance monitored weekly. Students with Ds or Fs will recieve study hall with access to counselors. (Counselors/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.

The percentage of students graduating from high school who are college and career ready based on the college and career readiness indicator (CCI) from the California Dashboard will increase from 43% in June 2024 to 75% by June 2030. (Counselors/Admin)

- Counselors will educate parents and families to help them better understand various school system protocols, requirements, and available services. In addition, teach and model the importance of self-advocacy and habits of responsibility, methods of self-organization and prioritization for both students and families. (Counselors/Admin)
- Counselors support our students and the school community by contacting parents and students virtually, over the phone and/or in-person helping to mitigate conflict and to provide accurate information. (Counselors/Admin)
- Opportunities for 8th grade students to visit colleges. (Admin/Counselors)

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0505 Yosemite Middle School (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Differentiated PL for Teachers **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	10,361.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Additional PLC 15 hours per core Teacher **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	30,976.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Books	10,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Student Incentive and Material and Supplies	61,698.00
G1A1	Sup & Conc	Instruction	Direct Trans			Incentive for ELA Growth	11,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Computer Maintenance to access curriculum	2,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Printing. Graphics Dept closing, moved from object 5725 to 5899. Also G3A1, G3A2	2,000.00
G1A1	Sup & Conc	Other Pupil Services	Cls Sup-Reg	Coordinator I, Extended Learning	0.4288		80,062.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Additional PLC ELPAC Assessor **Budget lines for personnel include salaries and related benefits	2,454.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials and supplies to support EL learning	16,347.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			: Classroom Monitors and Student Computers	16,500.00
G1A1	LCFF: EL	Other Pupil Services	Cls Sup-Reg	Coordinator I, Extended Learning	0.1939		36,203.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Computer/Tech	10,908.00

$290,509.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Decrease Chronic Absenteeism

Action Details

College & Career Readiness

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

Direct Instructional Services

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

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

Tier 2

- Satisfactory students and students with improved attendance will receive incentives.
- Students that are manageable will be counseled by a member of the Task Force on how to improve with attendance contracts.
- Chronic and Severe students will conference, have home visits and be counseled on supports on how to improve attendance by Attendance Clerk, VP, GLA and/or Attendance Task Force.
- Attendance Clerk along with members of the Task Force will daily monitor students being targeted for attendance. If students are absent HSL/ASP Coordinator will call or visit the home.

Tier 3

- Attendance Intervention parent meeting with Attendance Clerk, GLA, and HSL to begin the SART process with HSL and/or SARB referrals.
- SARB referrals
- Home visit by HSL/ASP Coordinator for chronic and Severe students will conference and counsel on supports and how to improve attendance.

- Attendance contracts and incentives will be utilized to promote student attendance and celebrate attendance improvement.

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.

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

Student Groups

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

Students with Disabilities (SWD), Socio-economically Disadvantaged (SED), Long Term English Learner (LTEL), Hispanic (HI), English Learner (EL), Asian (AS):

With Title I funds we plan to support students by increasing student desire to be on campus through improving the culture and presentation of the campus as well as increasing student attendance through incentives and monitoring students in hallways using 5Star Students or other technology.

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

Students with Disabilities (SWD), Socio-economically Disadvantaged (SED), Long Term English Learner (LTEL), Hispanic (HI), English Learner (EL), Asian (AS):

With 7090/7091 funds we plan to support students by increasing student desire to be on campus through improving the culture and presentation of the campus as well as increasing student attendance through incentives and monitoring students in hallways using 5StarStudents. We will also support by providing additional professional learning/conferences for teachers on increasing performance of EL students and providing additional supplies for classroom instruction. After School Coordinator will be allocated to engage students to attend, connect, and learn at school. Additional Classified staff will connect with students, help translate with students and parents, and follow up with students and parents regarding absences.

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

- **Students with Disabilities (SWD), Socio-economically Disadvantaged (SED), Long Term English Learner (LTEL), Hispanic (HI), English Learner (EL), Asian (AS):**

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Families will be made aware of attendance policy at registration and when students are struggling. Resources will be made available to parents with home issues preventing attendance, as needed.

Professional Learning

Describe Professional Learning related to this action.

Attendance Task Force will attend PL to continue to be aware of attendance resources and regulations.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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

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

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

- Document phone logs, parent and student contact related to attendance on ATLAS. (Attendance Team and Admin)
- Weekly Monitoring of Attendance Data by Attendance Task Force (GLA, Counselors, Attendance Clerk, Extended Day Coordinator) measuring the following data points: Weekly ADA rates Students who have been identified as Habitually Truant or Chronically Absent. Students who have been identified as severely chronically absent and are in the midst of the SARB process. (Attendance Team and Admin)
- Positive attendance trends will also be reviewed as part of the incentive programs for positive attendance and student recognition. (Attendance Team and Admin)
- Prior to the start of school Academic counselors will communicate to incoming 6th grade students the importance of having all immunization documentation completed prior to August, allowing students to start school on Day 1. Admin, Nurse and Attendance Clerk will target students without proper documentation with support services. (Admin)
- Attendance Team will generate weekly list of chronically absent students, closely monitor and follow-up with students on their caseload regarding attendance, academic, behavior, and social-emotional Document attendance, academic and social-emotional interventions including parent conferences, home visits and resources provided notify teachers of those students they are working with. (Attendance Team and Admin)
- TST will collaborate and support strategically identifying supports for students. TST will facilitate restorative circles and provide other services with students when needed. (Admin)
- Social Worker and Project Access Social Worker will collaborate with TST, Psychologist, administration to identify students for social-emotional needs and interventions to increase attendance document social-emotional supports and individual plans for students meet with students who through referral process to provide intake assessment on chronic absenteeism. Students will receive on-going notifications of their attendance. Students will attend Attendance Parent Meetings. (Admin)

Shape these behaviors...

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

Students will be more engaged in school and have greater connections between staff and students. (Attendance Team and Admin)

And ultimately achieve these impacts.

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

Attendance rate will increase for all students. (Attendance Team and Admin)

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Decrease Suspensions

Action Details

College & Career Readiness

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

Direct Instructional Services

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

- All classrooms will implement CHAMPs, Capturing Kids Hearts, and Social Contracts at the beginning of the year to each class through direct instruction and throughout the year. Students will learn CHAMPS structures as seen in teacher posters, projections embedded within lessons and heard through repetition of the teacher in classroom, in the office and in cafeteria. Increase school signage for CHAMPs, positive messaging, and school spirit in providing clear expectations for behavior of academic scholars.
- All students will attend and participate in bi-weekly classroom meetings utilizing School Connect monitored by Climate and Culture Team along with DPI.
- Students will be given opportunities to participate in restorative practices/circles re-entry meetings, mediations, and reteaching expectations. (Allocate for character curriculum)
- All students with suspension(s) will be monitored by TST and meet with VP quarterly to discuss improving behavior and re-teaching expectations.
- Psychologist will meet with students receiving multiple referrals and/or suspensions to counsel, connect with, and coordinate services as needed for student and family.
- Incentives will be provided for students reducing their referral/suspension percentage.
- TST Model utilized to implement and monitor student support services.
- Student support services include 1:1 counseling, small group counseling, crisis management and intervention, behavior support contracts, and attendance support.
- Continue to support and allocate money to Young Men's Alliance and Young Women's Alliance, Funding for an African American Student Adviser, curriculum program, specific materials (backpacks, t-shirts etc.), community service projects, study trips, guest speakers and other aspects to encourage participation in this program.
- Continue with implementation of WEB program, mentoring, lunchtime activities, leadership activities, conferences and CCT.
- Re-engagement teacher will monitor a caseload of high-risk student.
- Student will be given the opportunity to engage in school service and well as earn incentives/field trips.
- School wide expectations talks will be done each semester.
- Students will have to opportunity to have a referral to tutoring/intervention/enrichment.
- Students will have opportunities to participate in career pathways/technical education, VAPA courses, and rigorous high school credit electives through DI program.
- Breakfast & lunch celebrations for improved behavior.
- Students will be given the opportunity to participate in Arts, Music, and Athletic engagements and clubs.
- Students will be eligible to attend school wide activities during Bear Fair, Bear Bash, Rallies. (allocate funding for materials and incentives)

- Teacher will continue to implement a tiered system of classroom discipline that when implemented with fidelity, will decrease the number of office referrals and reduce suspensions. In addition, Teachers will have PL on Cultural Proficient instruction.
- For students that are having difficulty attending school or struggling academically and behaviorally, counselors will work with students and parents on possible alternative placement at District supported programs such as Tioga Academy, Farber Online and Phoenix Secondary when all other interventions and supports have not been successful.

Tier 1: Referrals, behaviors by tiers will be monitored as well as Suspensions by student and Ed code violations.

- Patterns of behavior will be analyzed and addressed to meet the needs of staff and students.
- Support will be provided through implementation of restorative practices, social contracts, increased Arts, Music, Athletics and student engagement .
- Re-engagement teacher and Tier 2 Interventionist will prep incoming students for restoratives and meeting with other students, teachers, and admin.
- Student will process the harm caused and how it can be resolved. This is an effective way for students to reflect prior to meeting. VP and GLA will monitor suspension rates on ATLAS.
- Data for incoming 7th grade students on misbehavior's and suspensions reviewed by VP with follow-up calls to feeder schools.
- Culture and Climate team will review the data by Ed. Code and revisit PL on school wide procedures, practices and tiered interventions through restorative practices.
- Teachers in collaboration with Culture and Climate Team will develop and implement a Multiple Tier Support System (MTSS) to support our students behavior needs by using CHAMPS school wide, as well as referrals to TST which, includes SES, restoratives practices utilizing the discipline guidelines and if necessary referral to Attendance task force.
- All Teachers will conduct class meetings on a weekly basis to foster and build positive relationships between students and adults and teach SEL competencies via Second Step.
- All teachers will establish and implement clear classroom behavior expectations CHAMPS. All students will receive classroom and school-wide CHAMPS expectations multiple times throughout the year. (allocate for incentives to build school spirit)

- Teachers will communicate behavior concerns with parents and log into ATLAS.
- Bear of the month will be promoted monthly to build the character competencies, teachers will select two students who have shown character in the classroom. (allocate for incentives to promote Character counts)
- Clear and visible posters to remind students in the classrooms and cafeteria along with verbal reminders from staff of schoolwide expectations.
- Students will be greeted at the front gate and at each classroom door from a caring staff member.
- As needed, teachers will develop student specific behavior plans to support and reinforce positive behaviors for learning with the support of School Psychologist, Academic Counselor, School Social Worker, and Admin).
- Students will all be encouraged to participate in Arts, Music, Athletics, and clubs by staff. School Campus Climate and Culture teacher will also begin running intramurals at lunchtime at the beginning of year to positively connect with all students. (Allocate for Campus Climate and Culture Teacher Specialist/After School Lead and stipends for teachers for clubs and activities throughout the year).
- Students will be supported by SSE Team who will supervise the Bear Cave during morning and lunch time.
- Weekly Data reviewed by Admin
- All students receive behavior expectations assembly by admin twice a year. New students go through school behavioral expectations in office with VP and academic counselor.
- 7th Grade WEB Day at Yosemite prior to start of year to build relationships between students and between staff and students
- Incentive trips for students with good behavior, attendance, and grades.
- DESSA will be completed by teachers at Beginning of the Year and mid-year for all students. Data will be used by TST.
- Admin, Counselors, Psychologist, Social Worker, Tier 2 Specialist, SES Parra, and other resources will all be available during passing and lunch for student access.

Tier 2:

- Strategic interventions will be put in place for at risk students. Including pending budget: YMA and YWA; and All4Youth
- Strategic interventions put into placed based on student needs (social emotional and/or both social emotional and academic) along with TST meeting will be held and interventions including, BSP/BIP, incentives, check-ins, accommodations, re-engagement, mentors, parent conferences and restorative measures (Allocate for staff to tutor students before school, at lunch, and after school).
- One on one mentoring and support in the classroom and for students with behavioral needs.
- Additional supports will be available for students with anger management and crisis management needs to support students staying in school by reducing the number of students chronically absent and for the purpose of reducing suspensions due to negative behaviors.

- Teachers in collaboration with Culture and Climate Team will develop and implement a Multiple Tier Support System (MTSS) to support our students behavior needs by using CHAMPS school wide, as well as referrals to TST which, includes SES, restoratives practices utilizing the discipline guidelines and if necessary referral to Attendance task force.
- Create incentives for students showing more positive behaviors. (Allocate for student incentives, certificates, extra time outside of cafeteria at lunch, food items)
- Students requiring structured lunchtimes will be invited to Bear Cave to enjoy their lunchtime.
- Tier 2 Specialist will meet with students for re-entry meetings, check ins, restorative practices, and lead TST meetings.

Tier 3

- SST's will be held for students at High risk and referrals will be made for outside agencies as recommended by the team.1:1 Mentors for students with repeat suspensions
- Additional supports will be available for students with anger management and crisis management needs to support students staying in school by reducing the number of students chronically absent and for the purpose of reducing suspensions due to negative behaviors.
- All referrals will be handled in a timely manner with documentation and phone calls so students parents and teachers feel supported outside of the classroom at all times.
- Teachers in collaboration with Culture and Climate Team will develop and implement a Multiple Tier Support System (MTSS) to support our students behavior needs by using CHAMPS school wide, as well as referrals to TST which, includes SES, restoratives practices utilizing the discipline guidelines and if necessary referral to Attendance task force.
- In school and out of school counseling discussed with families
- Multiple daily check-in's with assigned staff throughout the day.
- Student Contracts for Success signed by classroom teachers for history of classroom misbehavior's. Students receive incentives based on completion and success of contract. (Allocate incentives for students spirit school supplies, spirit wear, certificates, lunches, positive calls home)
- Tier 2 Specialist will meet with students for re-entry meetings, check ins, restorative practices, and lead TST meetings.

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.

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

Student Groups

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

Long Term English Learner (LTEL), English Learner (EL):

With Title 1 funds we plan to support EL students by increasing student desire to be on campus through improving the culture and presentation of the campus as well as increasing student buy in through incentives and monitoring students in hallways using 5StarStudents (technology) and teacher subs for PL.

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

Long Term English Learner (LTEL), English Learner (EL):

With 7090/7091 funds we plan to support EL students by increasing student desire to be on campus through improving the culture and presentation of the campus as well as increasing student buy in through incentives and monitoring students in hallways using 5StarStudents. Additional staffing of classified staff to assist with mediations and investigations to prevent students from engaging in suspendable offenses and to build connections through additional engagements and interventions.

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

Long Term English Learner (LTEL), English Learner (EL):

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Parent will be involved in re-entry meeting to decrease repeat suspensions. Parents will be included in Arts, Music, clubs, and Athletic activities.

Professional Learning

Describe Professional Learning related to this action.

Staff will receive PL on de-escalation and SEL skills to better support students.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

- Data review of incoming 7 graders on misbehaviors and suspensions from feeder schools prior to first day of school (REC/TST/Admin)
- Daily review of student referrals sent to transition will be monitored through ATLAS and Re-engagement teacher. Re-engagement students' academic progress and assignment completion will be monitored. Re-engagement teacher & Tier 2 Interventionist will provide strategies to include time management, study skills, social emotional coping strategies, reflections and restoration for reentry. (Admin)
- Bi-Weekly review of student suspensions. Weekly review of suspension data (Admin)
- Teacher referrals will be monitored and Student data review by misbehavior's in ATLAS (TST/Admin)
- Monthly review of student interventions. (TST/Admin)
- Students strategically targeted based on behavior for intervention groups and/or mentoring (TST/Admin)
- Incentives for improved behaviors with the approval of Admin. (TST/Admin)
- Students enrolled in the Young Men's and Young Women's Alliance program will conduct weekly progress checks with teacher. (Teachers/Admin)
- Counselors will hold D and F chats with all students each quarter that have earned D's or F's during the quarter. These conferences will result in goal setting plans and guide students to supports to improve grades. Special attention to be focused on our disproportionate students (SWD, EL and AA) to ensure progress. (Counselors/Admin)
- Data will be analyzed to determine what planning for action must take place for suspensions based on analysis of discipline report (TST/Admin)
- High risk students will be referred to TST team meeting and interventions will be put in place and monitored. (TST/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.

Number of students engaged in mediations will increase. (TST/Admin)

Number of students engaged in misbehaviors will decrease. (TST/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.

Percentage of students receiving 1 or more suspension per year will decrease. (TST/Admin)

- Students with 1 or more suspension will meet with VP quarterly to review behavior and expectations. (Admin)
- VP/GLA will collaborate with re-engagement teacher, SNRO & TST team when tracking student referrals to transition based on ed. Code. CA's will also work with level 1 &2 students to ensure they are able to stay in class. This will ensure de-escalation and further disciplinary action. (TST/Admin)
- REC Teacher, Counselors/teacher/VP/GLA will data chat with a focus on grade correlation with chronic behavior referrals. Intervention for most at risk students will be monitored. (TST/Admin)
- Students not engaged in Arts, Music, clubs, and Athletics will be encouraged to participate in activities of their choice. Students will be counseled for eligibility for athletics. Student engagement data will be monitored monthly through ATLAS. (AD/Admin/Counselors)
- Social Worker will implement and monitor a mentoring program for our at most risk students. (TST/Admin)
- Teachers will receive training in cultural proficiency to ensure that daily teachers have an awareness of knowledge, attitudes and skills that support students feeling welcome and part of the school. (Admin)

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Prop 28: VAPA Engagement

Action Details

College & Career Readiness

Yosemite will maintain and increase all students involved in activities by engaging all students at Yosemite. Yosemite will continue to implement new clubs to promote student engagement and belonging as part of our school as funding allows.

Direct Instructional Services

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

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

Tier 1

- All teachers will be trained in best practices in cultural proficiency to ensure all students feel part of the school and welcomed at Yosemite Middle School.
- Yosemite Middle School will continue to implement new clubs and club sponsorship's to promote student engagement and create a sense of belonging at the school.
- Fund Character Strong Curriculum with emphasis on building students citizenship and kindness within student population.
- Yosemite will reach out to feeder programs at Leavenworth, Rowell, Mayfair and Hidalgo Elementary Schools to build a climate and culture of high expectations for all students beginning with students' first exposure to Yosemite Middle School.
- Recruit incoming 7th graders to music electives.
- All incoming 7th graders attend orientation day.
- Inform all students of the variety of athletics and activities at Yosemite through Class Meetings. Students try-out for sports and sign-up for clubs at digital club rush.
- Early diagnosis of students under a 2.0. Have them meet with Academic Counselor for grades counseling and problem solving so they can be eligible for sports.
- Climate and Culture team will work with staff and students to identify and implement additional Arts, Music and Athletics opportunities.
- Teachers in collaboration with Culture and Climate Team will develop and implement a Multiple Tier Support System (MTSS) to support productive student behaviors.

- Safe and Civil Schools procedures and Restorative Practices will be implemented school-wide, to provide a positive school climate and culture.
- Admin will work with staff and students to promote positive relationships and activities
- Contracts will be offered to staff who sponsor an after school, during lunch or before school engagement activity.
- Tier 2 Specialist will also connect his caseload with activities to connect students to school.

Tier 2

- School wide campus culture will be implemented and be reinforced through classroom meetings.
- Students will be given the opportunity to engage in sports athletics, clubs activities throughout the school year.
- Teachers will identify and select student to honor for demonstration of good character in the classrooms.
- Students new to Yosemite after August identified by School Climate and Culture Director/After School Lead (Spanish) and engage in entry Bear Cave lunchtime activities for meeting new friends and learning the Yosemite Way.
- Students with misbehavior's are identified by School Climate and Culture Director/After School Lead (Spanish) and connected with athletics and/or activities or creates new activities to interest student in connecting to school. Communication with parent and family is included.

Tier 3

- Students not engaged in school activities will be identified, counseled and encouraged to participate in activities of their interest.
- Students that are new or high risk will be counseled one on one to identify school engagement interest
- Students identified that have not been connected to Yosemite meet with School Climate and Culture Director/After School Lead (Spanish) in a mentorship building relationships and connections to school.
- Student will be connected with club or sport as possible manager/assistant; becomes School Climate and Culture Director assistant for Intramural; co-creates an interest activity and connects to another staff member; or joins an activity.
- Student needing stronger connections may be enrolled in Men's Alliance, Women's Alliance, or their 1st choice elective.

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

Student Groups

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

With Title I funds we plan to support students by purchasing supplemental VAPA curriculum and supplies for classroom and performances.

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

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

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

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

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

We also will improve the VAPA performance areas through improvements in lighting and sound equipment. Other resources as needed for VAPA performance will be

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Parents will be made aware of VAPA opportunities and invited to attend Arts, Music, clubs, and Athletic activities

Professional Learning

Describe Professional Learning related to this action.

Staff involved in clubs and engagements will receive PL on engagement procedure and recruiting techniques.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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

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

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

- YMS Calendar of Events to promote and recruit students to engage in activities. (CCT/Admin)
- Campus Culture Team (Director, Major, Minor) will document engagements and participation on ATLAS weekly. Students involved in clubs with ASP will be monitored. (CCT/Admin)
- School Climate and Culture Director/After School Lead (Spanish) will review monthly engagement data. Students not engaged will be identified and counseled and invited to participate in activities including athletics, after school activities, and academic enrichment activities. African America, SPED students, Foster Youth, and English Learner Students will be the focus as they were found to be the lowest subgroups. Staff member will also share school survey data on "I feel like I am part of this school." Discussion on how student can feel that they are part of Yosemite. (CCT/Admin)
- School Climate and Culture Director/After School Lead (Spanish) will review monthly suspension and misbehavior data in conjunction with engagement data. Students not engaged will be identified and counseled and invited to participate in activities including athletics, after school activities, and academic enrichment activities. Staff member will also share school survey data on "I feel like I am part of this school." Discussion on how student can feel that they are part of Yosemite. (CCT/Admin)
- Club sponsors and advisors will document attendance in engagements and report to campus culture coordinator. (CCT/Admin)
- Athletic Director will review and input sports rosters. As well as ensure all athletics are accessible to all eligible students. (AD/Admin)
- Campus Culture Coordinator will host "CLUBRUSH" at the start of each quarter to ensure all students know what clubs and activities are available and sign up to join. Students will be encouraged and actively recruited to join. (CCT/Admin)

Shape these behaviors...

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

Student involvement in VAPA and Goal2 activities will increase.

Student involvement in Athletics will increase.

Admin will monitor.

And ultimately achieve these impacts.

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

Student attendance and suspension will decrease due to involvement in school activities.

Admin will monitor.

- All teachers will implement class meetings in order for students to develop a sense of character and implement kindness on campus using Second Step Curriculum. (CCT/Admin)

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0505 Yosemite Middle School (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Teacher-Subs			Subs for CADA and Admin to focus on PL for student engagement **Budget lines for personnel include salaries and related benefits	5,000.00
G2A2	Sup & Conc	Instruction	Travel			CADA Conference	12,000.00

$17,000.00

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Increase Staff Sense of Belonging

Action Details

Effective Staff

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

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

Direct Instructional Services

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

Staff will receive professional learning based on content area for teachers and job title

Staff will be asked for input on professional learning based on needs

New staff will be onboarded to Yosemite by admin and assigned a mentor

Teachers will receive professional learning in CHAMPS for classroom management and Capturing Kids Hearts for relationship building

Staff will participate in bonding activities throughout the year to increase sense of belonging. (Allocate for materials and supplies for ice breakers)

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.

Lab School professional development and EL professional development will be provided to teachers to understand ELPAC, EL data, and skills and strategies to increase English learners understanding and comprehension of English.

- Admin will provide professional development for non-core teachers on EL Strategies
- District EL professional development available to staff

Student Groups

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

No Title 1 funds for this action used.

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

No LCFF funds for this action used.

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

Campus Culture Leads professional learning (Allocate for CADA Conference and WEB Training)

Singleton teacher professional learning (Allocate for conferences)

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

N/A

Professional Learning

Describe Professional Learning related to this action.

Staff will receive professional learning based on content area for teachers and job title

Staff will be asked for input on professional learning based on needs

New staff will be onboarded to Yosemite by admin and assigned a mentor

Teachers will receive professional learning in CHAMPS for classroom management and Capturing Kids Hearts for relationship building

Staff will participate in bonding activities throughout the year to increase sense of belonging. (Allocate for materials and supplies for ice breakers)

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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 staff buy-in and attendance to peer connections, staff recognition, mentorship, and Professional Development opportunities.

Outcomes monitored by admin and CCT.

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 staff buy-in and attendance to peer connections, staff recognition, mentorship, and Professional Development opportunities.

Outcomes monitored by admin and CCT.

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 staff buy-in and attendance to peer connections, staff recognition, mentorship, and Professional Development opportunities.

Outcomes monitored by admin and CCT.

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Increase Parent Culture Climate Survey-Respect and Welcomed

Action Details

Community Engagement

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

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

Direct Instructional Services

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

Quarterly Parent Meetings YMS Parent Coffee Hour (Allocate for Remind App, Technology for communication with parents)

YMS Counseling Center (Allocate for furniture and technology)

Home visits (Allocate for mileage, translation)

Office staff training on customer service, Cultural Proficiency Training, and SEL training for working with Yosemite Families (Allocate for trainings/professional learning and substitutes)

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.

- Spanish speaking Extended Day Coordinator hired during the daytime for communicating with students and families in Spanish (Allocate for Extended Day Coordinator to work during the day for student and family outreach)

Student Groups

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

Hispanic (HI):

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Long Term English Learner (LTEL):

English Learner (EL):

Family Engagement

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

Hispanic (HI):

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Long Term English Learner (LTEL):

English Learner (EL):

Parent University outreach

EL parent training during coffee hour.

YMS Family access to Counselors, teachers, admin, and support staff

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

ASP coordinator to work directly with parents of students with chronic absenteeism. (Allocate for ASP Coordinator)

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

Hispanic (HI):

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Long Term English Learner (LTEL):

English Learner (EL):

Office Staff will be trained on customer service to families and students

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Families will be welcomed and encouraged to participate in VAPA events and athletics as well as Back to School Night and Open House/Block Party.

Professional Learning

Describe Professional Learning related to this action.

Office staff training on customer service, Cultural Proficiency Training, and SEL training for working with Yosemite Families (Allocate for trainings/professional learning and substitutes)

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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
We will achieve these changes in knowledge and learning... Include how these outcomes will be measured and who will monitor them.		*And ultimately achieve these impacts.* Include how these outcomes will be measured and who will monitor them.

We will see an increase in engagements for website visitors, platform participation, Atlas log entries, parent conferences, SST/ELAC participation.

Shape these behaviors...

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

We will see an increase in our Culture Climate survey results from Fall to Spring.

Outcomes measured by admin and CCT

We will see an increase/maintain in our Culture Climate survey results year to year

Outcomes measured by admin and CCT

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Communication and Participation with Stakeholders

Action Details

Community Engagement

We will ensure practices for effective customer service and communication to ensure parent and family engagement opportunities.

Direct Instructional Services

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:

- Updated School website
- Parent Square Messages
- Administration messages
- Enroll parents in edutext
- Office staff to communicate with parents of important events.

Tier 2

- ATLAS tutorials
- Teachers make positive phone calls
- Parent/Teacher conferences
- Parent Engagement hour
- Student Study Team Meetings

Teir 3

- Home Visits
- Parent Meetings
- Re-entry meetings

Direct Services

- Staff paid to maintain website

- Supplies for parent conferences and other parent meetings, including food for parents at meetings.
- Translation services
- Parent volunteers for field trips and activities on campus
- Communicating pathways for high school
- Opportunities for students to attend student engagements

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 plan to support English Learners by...

- Providing instructional material, supplies, equipment, and translation services.
- Professional Learning: conferences, consulting, workshops, and training; such as Parenting Skills/Classes, Family Resources, etc.
- Provide Translation during meetings
- Opportunities through ELAC
- Home communication in home languages
- Office and HSL to make personal phone calls to parents about tutoring and additional services

Student Groups

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

Long Term English Learner (LTEL):

English Learner (EL):

- We plan to support these students by...
  - Providing instructional material, supplies, equipment, etc
  - Professional Learning: conferences, consulting, workshops, and training; such as Parenting Skills/Classes, Family Resources, etc.

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

Long Term English Learner (LTEL):

English Learner (EL):

- We plan to support these students by...
  - Providing instructional material, supplies, equipment, etc
  - Professional Learning: conferences, consulting, workshops, and training; such as Parenting Skills/Classes, Family Resources, etc.
  - Incentives for student academic achievement and targeted improvement
  - Provide funds for staff outreach to parents, including food for parents at gatherings.
  - Provide for additional classified staff to conduct home visits, translation, and phone calls.

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

Long Term English Learner (LTEL):

English Learner (EL):

- We plan to support these students by...
  - providing tutorials on various platforms
  - opportunities for parent conferences
  - home visits to communicate
  - SST, TST, SSC, ELAC, School Events, and various academic, behavioral, and enrichment meetings.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Families will be welcomed and encouraged to participate in VAPA events and athletics as well as Back to School Night and Open House/Block Party.

Professional Learning

Describe Professional Learning related to this action.

Office staff training on customer service, Cultural Proficiency Training, and SEL training for working with Yosemite Families (Allocate for trainings/professional learning and substitutes)

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

We will see an increase in engagements for website visitors, platform participation, Atlas log entries, parent conferences, SST/ELAC participation.

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.

We will see an increase in our Culture Climate survey results from Fall to Spring.

Outcomes measured by admin and CCT

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.

We will see an increase in our Culture Climate survey results year to year

Outcomes measured by admin and CCT

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0505 Yosemite Middle School (Locked)

G3 - Operational Excellence

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A2	Title 1 Basic	Parent Participation	Cls Sup-Ovr			Overtime for CSA and OM for Parent Events **Budget lines for personnel include salaries and related benefits	1,037.00
G3A2	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement **No Food or Incentives**	2,400.00

$3,437.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0505 Yosemite Middle School (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employeename	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0505	1110	1000	1120	Teacher-Subs					G1A1	Differentiated PL for Teachers **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	10,361.00
060	3010	0505	1110	1000	1160	Teacher-Supp					G1A1	Additional PLC 15 hours per core Teacher **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	30,976.00
060	3010	0505	1110	1000	4200	Bks & Ref					G1A1	Books	10,000.00
060	3010	0505	1110	1000	4400	Nc-Equipment					G1A2	Computer/Tech	10,908.00
060	3010	0505	1110	2495	2240	Cls Sup-Ovr					G3A2	Overtime for CSA and OM for Parent Events **Budget lines for personnel include salaries and related benefits	1,037.00
060	3010	0505	1110	2495	4300	Mat & Supp					G3A2	Parent Involvement **No Food or Incentives**	2,400.00
030	7090	0505	1110	1000	1120	Teacher-Subs					G2A1	Subs for CADA and Admin to focus on PL for student engagement **Budget lines for personnel include salaries and related benefits	5,000.00
030	7090	0505	1110	1000	4300	Mat & Supp					G1A1	Student Incentive and Material and Supplies	61,698.00
030	7090	0505	1110	1000	5221	Travel					G2A2	CADA Conference	12,000.00
030	7090	0505	1110	1000	5721	Direct Trans					G1A1	Incentive for ELA Growth	11,000.00
030	7090	0505	1110	1000	5723	Direct-Maint					G1A1	Computer Maintenance to access curriculum	2,000.00
030	7090	0505	1110	1000	5899	Cons Svc/Oth					G1A1	TBD : Printing. Graphics Dept closing, moved from object 5725 to 5899. Also G3A1, G3A2	2,000.00
030	7090	0505	1110	3900	2310	Cls Sup-Reg	Coordinator I, Extended Learning	E274	Dominguez, Karla	0.4288	G1A1		80,062.00
030	7091	0505	4760	1000	1160	Teacher-Supp					G1A1	Additional PLC ELPAC Assessor **Budget lines for personnel include salaries and related benefits	2,454.00
030	7091	0505	4760	1000	4300	Mat & Supp					G1A1	: Materials and supplies to support EL learning	16,347.00
030	7091	0505	4760	1000	4400	Nc-Equipment					G1A1	: Classroom Monitors and Student Computers	16,500.00
030	7091	0505	4760	3900	2310	Cls Sup-Reg	Coordinator I, Extended Learning	E274	Dominguez, Karla	0.1939	G1A1		36,203.00
													$310,946.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$65,682.00
Sup & Conc	7090	$173,760.00
LCFF: EL	7091	$71,504.00
Grand Total		**$310,946.00**

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	$290,509.00
G2 - The Whole Child (SEL and Engagement)	$17,000.00
G3 - Operational Excellence	$3,437.00
Grand Total	**$310,946.00**