

Yokomi Elementary

10621660108118

Principal's Name: Stephen Zoller

Principal's Signature: 

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

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District Goals		
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals 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	DISTRICT GOALS: Early Literacy Literacy Intervention College & Career Readiness Life Skills	DISTRICT GUARDAILS: Community Engagement Equitable Access Effective Staff Health & Wellness
The Whole Child (Engagement/SEL)		
Operational Excellence		

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 – Stephen Zoller	X				
2. Chairperson - Jordan Sanchez				X	
3. Jeanine Giacomini		X			
4. Kristen Lara				X	
5. Stephanie Montoya				X	
6. Justin Myers				X	
7. Rhonda Padjan		X			
8. Shante Bosley		X			
9. Chua Xiong			X		
10. Rashandra Clayton				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.

☐ ELAC voted to consolidate with the SSC. Date_____.

Required Signatures

School Name: Yokomi Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Stephen Zoller		3/11/2026
SSC Chairperson	Jordan Sanchez	Jordan Sanchez	3/11/2026

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

Signature: 
 Jordan Sanchez (Apr 16, 2026 13:24:42 PDT)
 Email: jordanjohnna@gmail.com

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

FY 2026/27

Yokomi - 0565

ON-SITE ALLOCATION

3010	Title I	\$79,488 *
7090	LCFF Supplemental & Concentration	\$223,104
7091	LCFF for English Learners	\$50,140

TOTAL 2026/27 ON-SITE ALLOCATION

\$352,732

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$2,304
Program Budget	\$77,184
Total Title I Allocation	\$79,488

ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Yokomi Elementary 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	ELPAC - percentage of students who scored 4		10.1 %	2024-2025	11.2 %	↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		40.6 %	2024-2025	41.7 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		40 %	2025-2026	41.1 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		44.5 %	2025-2026	45.6 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		55.2 %	2025-2026	56.3 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		58.6 %	2025-2026	59.7 %	↑
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		43.6 %	2025-2026	44.7 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		42.5 %	2025-2026	43.6 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		41.5 %	2025-2026	42.6 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		51.5 %	2025-2026	52.6 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		54.7 %	2025-2026	55.8 %	↑
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		33.2 %	2025-2026	34.3 %	↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	-10.5 pts	-12.2 pts	2024-2025	2.8 pts	↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		46.8 %	2024-2025	51.8 %	↑
Goal 1	SBAC Math - Average distance from standard (ALL)	-20.6 pts	-17.9 pts	2024-2025	-2.9 pts	↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		44 %	2024-2025	49 %	↑
Goal 2	Chronic Absenteeism - (Students w/ Disabilities)		20.7 %	2024-2025	20.1 %	↓

Goal 2	Chronic Absenteeism (ALL) Semester 1	20 %	15.4 %	2025-2026	14.8 %	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	91.7 %	98 %	2025-2026	99.1 %	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	84.1 %	96 %	2025-2026	97.1 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		85 %	2025-2026	87 %	↑
Goal 2	Suspension Rate - (Students w/ Disabilities)		7.8 %	2024-2025	7.47 %	↓
Goal 2	Suspension Rate (ALL) Semester 1	2.5 %	0.7 %	2025-2026	0.37 %	↓

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.

ELA- despite growth in ELA, we still only have 46.8% of students at or above grade level

Additionally, we have not yet met the district goal of 80% of 1st grade students being at grade level in ELA.

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

Math- despite growth in Math, we still only have 44% of students at or above grade level

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

Attendance: Despite improvements in both attendance rate and decrease in chronic absenteeism, we are still lower in ADA and higher in chronic absenteeism than we were prior to 2021.

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

Climate and Culture: Currently, we are at 85% of students with favorable responses regarding student health and wellness questions.

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

ELA: Some students have gaps in foundational literacy skills and vocabulary development that require specific targeted supports as well as enrichment around grade level learning

-Target foundational literacy instruction using the science of reading is not yet fully implemented in all classrooms. Teachers have begun the implementation process but additional learning and growth is needed.

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

Math: Some students have some gaps in foundational mathematical understanding that lead to larger gaps with new grade level content

-While supporting the needs of students, complex grade level content is not always being presented to students.

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

Attendance: There seems to be a lack of understanding from some families about the impact of student absenteeism. Additionally some students are not engaged in the school and learning environment, so they may choose not to come to school if parents allow that choice.

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

Climate and Culture: Though we have seen an increase in this area, we still have some students who do not feel connected to school. In most of these cases, the family does not feel as connected as well, and students have lower attendance rates. We must engage the students and families and help them realize that attendance and engagement in the school will benefit them long-term.

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.

ELA- We need continued professional development and coaching in the areas of instructional practices focused on language arts.

-Targeted support is needed for students who are not yet achieving at grade level

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.

Math- a continuous focus on foundational skills is needed with emphasis on good core instruction through professional development and coaching on effective instructional strategies

-Targeted actions must be taken to ensure students receive mathematics instruction that is grade-level appropriate and complex

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.

Attendance- clearer communication must be done with families to understand the benefits of school attendance

-Individual meetings and support must be given to families who continue to have attendance rates in the chronic or manageable rate.

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.

Climate and Culture- Staff must work with the students and school community to ensure communication is clear around the activities currently being done to engage students in school. Additionally, we must continue to look for opportunities to help students and families feel connected to the school.

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.

Reading and Writing on Grade Level and Beyond

Fully Implemented

The actions are fully implemented and we have seen continued growth.

Math at Grade Level and Beyond

Fully Implemented

The actions are fully implemented and we have seen continued growth.

Real-World learning & engagement opportunities

Fully Implemented

The actions are fully implemented and we have seen continued growth.

Science Integration

Fully Implemented

The actions are fully implemented and we have seen continued growth and professional learning from teachers

Attendance and Suspensions

Fully Implemented

The actions are fully implemented and we have seen continued growth.

Character and Career Activities

Fully Implemented

The actions are fully implemented and we have seen continued growth.

Support, learning, and engagement for staff

Fully Implemented

The actions are fully implemented and we have seen continued growth.

Provide opportunities for family involvement

Fully Implemented

The actions are fully implemented and we have seen continued growth.

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.

Reading and Writing on Grade Level and Beyond

Effective

The actions were effective- we exceeded our target of -12 DFS by receiving a -10.5pt DFS, we also met our target of meeting or exceeding reaching 46.8%

Math at Grade Level and Beyond

Effective

The actions were effective- we exceeded our target of -20.6 DFS by receiving a -17.9 pt DFS, and we also met our target of meeting or exceeding reaching 44%

Real-World learning & engagement opportunities

Effective

The actions were effective- we exceeded our target of 91.7% off families saying students are engaged by reaching 98%. The results of the survey, unfortunately, do not include the student perspective now.

Science Integration

Effective

The actions were effective- we exceeded our target of 91.7% off families saying students are engaged by reaching 98%. Additionally, we exceeded our target of staff who say they are receiving the learning they need to support students

Attendance and Suspensions

Effective

The actions were effective- decreased our suspension rate from 2.5% to 0.7%, and we decreased chronic absenteeism from 20% to 15.4%

Character and Career Activities

Partially Effective

These actions were partially effective: we currently have 85% of students rating this positively but we do not have a comparison from previous years for these specific questions as they have changed slightly

Support, learning, and engagement for staff

Effective

The actions were effective- with 96% of staff responding positively to questions related to this domain, This is up from 84%

Provide opportunities for family involvement

Effective

The actions were effective- we exceeded our target of 91.7% off families saying students are engaged by reaching 98%.

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.

Based on our analysis of the current SPSA actions and budget we will:

- continue with the previous year's actions
- look to increase supplemental contracts for specific supports for students in grades 3-6 who have gaps in foundational skills
- continue to work with PLCs around the science of reading instruction and provide opportunities for discussion around these practices during teacher planning opportunities.

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:

- Continue with Certificated tutors for K-2
- Continue to add hours to make the Tier 2 specialist full-time.
- Ensure teachers have site licenses for technology

ELAC:

- Certificated tutors are beneficial in supporting students who are struggling with language acquisition.
- Additional tutoring and homework support is helpful as parents are not always able to help at home

Staff:

- Continue to fund the CTs for K-2
- Continue to increase the hours of the Tier 2 intervention specialist to full-time.

- Continue to provide additional time to teachers and staff to plan and implement
- more science integration
- Continue to purchase additional supplies and resources necessary to increase
- science integration

- Parent meetings and child care for those meetings is appreciated.

- Teachers want to purchase additional technology licenses to support their students
- Provide additional time for planning in the form of planning days with sub-coverage and/or supplemental time before school starts or non-instructional days.
- Provide additional professional learning in the area of science integration. This would be done through additional PL time offered with supplemental contracts on early release days.
- Purchase additional supplies and resources necessary to increase Science integration to support student engagement

 Action

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

Ensuring students are reading at grade level by the end of 2nd grade

Action Details

Early Literacy

The school will provide effective reading instruction in grades K-2, grounded in the science of reading, focusing on early literacy skills. Tiered intervention will take place for students not meeting benchmarks.

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
- Foundational reading skills instructional practices, such as Heigerty and 6 steps phonics instruction, will take place daily.
 - Provide grade-level and departmental PLCs supplemental time or substitute days for the purpose of planning instruction, reviewing data, and planning interventions/enrichment. (once per quarter)
 - Purchase additional materials and supplies to support with early literacy skills, this may include printing of teacher-generated resources through the graphics department.
 - Purchase site technology and assessment licenses to monitor and support student progress
- Tier 2
- Kinder-2nd grade students will receive differentiated literacy instruction for 30-40 minutes during reading deployment, which includes services from our certificated tutors.
- Tier 3
- Substitute Teachers may be used to release teachers to attend SST meetings to provide more individualized supports for students who need those more targeted supports.

English Learner Students

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

- Teachers will deliver integrated ELD using Frontloading, Academic Language in context, and SDAIE strategies.
- Site licenses for software and websites to support English language acquisition will be purchased.
- Homework Club for EL students.
- Trained Assessors will be used to help administer parts of the ELPAC assessment.
- Certificated Tutor support - deployment for differentiated ELA needs
- Other instructional strategies to help EL students include sentence frames, graphic organizers, and talk moves during academic discussions.
- Supplemental books/materials/technology, including awards for continued growth or proficiency
- Specific planning time for data review and planning instructional supports for EL students

Student Groups

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

- Kinder-2nd grade students will receive differentiated literacy instruction for 30-40 minutes during reading deployment, which includes services from our certificated tutors.
- Purchase additional materials and supplies to support with early literacy skills, this may include printing of teacher-generated resources through the graphics department.
- Purchase site technology and assessment licenses to monitor and support student progress
- Supplemental books, materials, and technological supplies will be provided to support students' understanding of science, social studies, math, literacy and language arts (Tier 1 and 2).
- To maintain the technology portion of Yokomi's magnet focus, teachers will utilize digital displays, computers, document cameras, and various other technological equipment to deliver rigorous, high-quality instruction this includes software and licenses for programs.

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

- Provide grade-level and departmental PLCs supplemental time or substitute days for the purpose of planning instruction, reviewing data, and planning interventions/enrichment. (once per quarter)
- Purchase additional materials and supplies to support with early literacy skills, this may include printing of teacher-generated resources through the graphics department.
- Purchase site technology and assessment licenses to monitor and support student progress
- Supplemental books, materials, and technological supplies will be provided to support students' understanding of science, social studies, math, literacy and language arts (Tier 1 and 2).
- K-2nd grade English Learners will receive designated ELD instruction during our literacy deployment and through strategic grouping. This model includes utilizing Certificated Tutors to support ELD instruction.
- Support all EL students in grades TK-6 in the delivery of integrated instruction in all curricular areas (ELA, math, science lab, science-based literacy, social studies/art/music, and P.E.) on a daily basis with a special emphasis on science.
- Substitutes provided for PLC teams specifically for reviewing ELD standards, data review, and planning instructional supports for EL students
- Homework Club for EL students.
- Trained Assessors will be used to help administer parts of the ELPAC assessment.

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

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

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

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

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

Family Engagement

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

Family Literacy events connected with school events: In-person sessions where teachers model strategies families can use at home to support reading comprehension, vocabulary, and writing. Translation is provided

Multilingual Communication: Share literacy resources, newsletters, and strategy guides in families' home languages explaining grade-level expectations and ways to support literacy during everyday activities.

Home-School Literacy Resources: Provide take-home literacy kits, reading lists, and activities aligned to grade-level standards to reinforce classroom instruction and intervention support.

Communication on Student Progress: Regularly share formative assessment updates and provide families with specific suggestions for supporting literacy skills at home.

Digital Literacy Support: Provide access and guidance for families to use digital reading platforms and literacy tools that students use at school.

Professional Learning

Describe Professional Learning related to this action.

- **Implement structured PLC+ collaborative team meetings** to analyze standards, plan instruction, and reflect on instructional practices that support student learning.
- **Use formative and summative student data during PLC+ meetings** to monitor progress, identify learning gaps, and plan targeted instructional responses.
- **Develop and use common assessments and shared instructional strategies** aligned to essential grade-level standards through the PLC+ process.
- **Strengthen collective responsibility for student learning** by collaborating to design tiered supports and interventions for students who need additional academic assistance.
- **Engage in ongoing cycles of reflection and continuous improvement** by reviewing student outcomes and adjusting instructional practices through the PLC+ framework.

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.

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

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

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

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

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

Results-

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

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

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

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

Results-

This will lead to at least 80% of students meeting their typical growth on iReady resulting in 80% of students meeting grade level benchmarks on iReady EOY and K-FSA

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

Reading and Writing on Grade Level and Beyond

Action Details

Literacy Intervention

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

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
- Blended Learning strategies and structures will be implemented to meet student needs by using direct teaching with the use of technology. This will provide opportunities for students to use technology for learning, practicing, collaborating, and creating in ELA. Embedded in these structures will be differentiation for remediation and acceleration (Tier 1).
 - Inquiry and standards-based science (aligned with New Generation Science Standards) are taught multiple times weekly in a hands-on science lab setting in grades 1-6 (Kindergarten receive science instruction daily in their classrooms). Emphasis is placed upon developing and teaching students to effectively use critical thinking skills such as analysis and interpretation of data, inference, **reading comprehension**, compare and contrast, and clarity of written expression. Provided additional professional learning 4 times per year specifically on integration of NGSS in literacy and mathematics.
 - provide grade-level and departmental PLCs supplemental time or substitute days for the purpose of planning instruction, reviewing data, and planning interventions/enrichment. (once per quarter)
 - Science notebooks are an additional tool used to improve writing skills in 1 - 6 grades.
 - Identified GATE students will receive instruction to meet their needs through differentiated instruction that will challenge, enrich, deepen, extend, and accelerate their learning.
 - Supplemental books, materials, and technological supplies will be provided to support students' understanding of science, social studies, math, literacy and language arts (Tier 1 and 2).
 - To maintain the technology portion of Yokomi's magnet focus, teachers will utilize digital displays, computers, document cameras, and various other technological equipment to deliver rigorous, high-quality instruction this includes software and licenses for programs.
 - Yokomi will utilize site copiers to provide additional materials, supplemental Take-Home books, practice guides, etc. to deliver instruction.
- Tier 2
- Kinder-2nd grade students will receive differentiated literacy instruction for 30-40 minutes during reading deployment, which includes services from our certificated tutors.
 - 3rd-6th grade will use a multi-tiered system of support for students that will be supported by a certificated tutor.
 - Teachers in grades 3-6 will have flexible groupings during rotations to provide students with intervention and acceleration. Groupings will be based on student needs as identified by CFAs and other district assessments, with special consideration for significant sub-group disproportionality: ELs, Foster Youth, Homeless, and Special Education (Tier 1 and 2).
- Tier 3

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

English Learner Students

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

- Teachers will deliver integrated ELD using Frontloading, Academic Language in context, and SDAIE strategies.
- Site licenses for software and websites to support English language acquisition will be purchased.
- 3rd - 6th grade English Learners receive designated ELD instruction utilizing strategic grouping during academic rotations and employing Personalized Learning instruction.
- Homework Club for EL students.
- Trained Assessors will be used to help administer parts of the ELPAC assessment.
- Certificated Tutor support - deployment for differentiated ELA needs
- Other instructional strategies to help EL students include sentence frames, graphic organizers, and talk moves during academic discussions.
- Supplemental books/materials/technology, including awards for continued growth or proficiency
- Specific planning time for data review and planning instructional supports for EL students

Student Groups

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

- Kinder-2nd grade students will receive differentiated literacy instruction for 30-40 minutes during reading deployment, which includes services from our certificated tutors.
- Supplemental books, materials, and technological supplies will be provided to support students' understanding of science, social studies, math, literacy and language arts (Tier 1 and 2).
- To maintain the technology portion of Yokomi's magnet focus, teachers will utilize digital displays, computers, document cameras, and various other technological equipment to deliver rigorous, high-quality instruction this includes software and licenses for programs.

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

- Provide grade-level and departmental PLCs supplemental time or substitute days for the purpose of planning instruction, reviewing data, and planning interventions/enrichment. (once per quarter)
- Provided additional professional learning 4 times per year specifically on integration of NGSS in literacy and mathematics.
- Supplemental books, materials, and technological supplies will be provided to support students' understanding of science, social studies, math, literacy and language arts (Tier 1 and 2).
- K-2nd grade English Learners will receive designated ELD instruction during our literacy deployment and through strategic grouping. This model includes utilizing Certificated Tutors to support ELD instruction.
- Support all EL students in grades TK-6 in the delivery of integrated instruction in all curricular areas (ELA, math, science lab, science-based literacy, social studies/art/music, and P.E.) on a daily basis with a special emphasis on science.
- Substitutes provided for PLC teams specifically for reviewing ELD standards, data review, and planning instructional supports for EL students
- Homework Club for EL students.

- Trained Assessors will be used to help administer parts of the ELPAC assessment.

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

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

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

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

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

Students will rotate/deploy to a variety of teachers with students in grades 1-6 rotating for a science lab, social studies, art, music, math intervention/enrichment, and P.E.

Family Engagement

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

Family Literacy events connected with school events: In-person sessions where teachers model strategies families can use at home to support reading comprehension, vocabulary, and writing. Translation is provided

Multilingual Communication: Share literacy resources, newsletters, and strategy guides in families' home languages explaining grade-level expectations and ways to support literacy during everyday activities.

Home-School Literacy Resources: Provide take-home literacy kits, reading lists, and activities aligned to grade-level standards to reinforce classroom instruction and intervention support.

Communication on Student Progress: Regularly share formative assessment updates and provide families with specific suggestions for supporting literacy skills at home.

Digital Literacy Support: Provide access and guidance for families to use digital reading platforms and literacy tools that students use at school.

Professional Learning

Describe Professional Learning related to this action.

- **Implement structured PLC+ collaborative team meetings** to analyze standards, plan instruction, and reflect on instructional practices that support student learning.
- **Use formative and summative student data during PLC+ meetings** to monitor progress, identify learning gaps, and plan targeted instructional responses.
- **Develop and use common assessments and shared instructional strategies** aligned to essential grade-level standards through the PLC+ process.
- **Strengthen collective responsibility for student learning** by collaborating to design tiered supports and interventions for students who need additional academic assistance.

- **Engage in ongoing cycles of reflection and continuous improvement** by reviewing student outcomes and adjusting instructional practices through the PLC+ framework.

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.

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

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

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

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

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

Results-

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

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

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

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

Results-

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

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

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

Math at Grade Level and Beyond

Action Details

College & Career Readiness

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

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

- Teachers will use the baseline curriculum as their main source of resources, strategies, and materials to teach grade-level standards.
- Inquiry and standards-based science (aligned with New Generation Science Standards) are taught multiple times weekly in a hands-on science lab setting in grades 1-6 (Kindergarten receives science instruction daily in their classrooms). Emphasis is placed upon developing and teaching students to effectively use critical thinking skills such as analysis and interpretation of data, inference, reading comprehension, compare and contrast, and clarity of written expression. Provided additional professional learning 4 times per year, specifically on the integration of NGSS in literacy and mathematics.
- Provide PLCs supplemental time or substitute days for the purpose of planning instruction, reviewing data, and planning interventions/enrichment. (once per quarter)
- Blended Learning Strategies will be used to engage students in the use of technology in the classroom setting to allow students to practice and collaborate around math grade-level standards.
- Instructional support for teachers with the instructional coach
- Teachers will utilize digital displays, computers, document cameras, and various other technological equipment to deliver rigorous, high-quality instruction this includes software and licenses for programs.

Tier 2

- Teachers will have flexible groupings during rotations to provide students with intervention and acceleration. Groupings will be based on student needs as identified by CFAs and other district assessments, with special consideration for significant sub-group disproportionality: ELs, Foster Youth, Homeless, and Special Education (Tier 1 and 2).
- Identified GATE students will receive instruction to meet their needs through differentiated instruction that will challenge, enrich, deepen, extend, and accelerate their learning.
- Students in the After School Program or EL Homework Club will receive help with math homework after school.

Tier 3

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

English Learner Students

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

- Provide teachers with additional planning opportunities focused specifically on meeting the language needs of our EL students during their math instructional block
- After School Homework Club, specifically for EL students, will provide additional help and instruction in their primary language including support in mathematics
- K-6th grade English Learners will receive integrated ELD instruction during math utilizing strategic grouping.
- Math supplemental resources that support EL students will be utilized.
- Teacher planning time to determine supports and supplemental materials needed to support the ELD standards and framework.
- Other instructional strategies to help EL students include sentence frames, graphic organizers, and talk moves during academic discussions.
- Supplemental books/materials/technology

Student Groups

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

- Supplemental books, materials, and technological supplies will be provided to support students' understanding of science, social studies, math, literacy and language arts (Tier 1 and 2).
- To maintain the technology portion of Yokomi's magnet focus, teachers will utilize digital displays, computers, document cameras, and various other technological equipment to deliver rigorous, high-quality instruction this includes software and licenses for programs.

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

- Provide grade-level and departmental PLCs supplemental time or substitute days for the purpose of planning instruction, reviewing data, and planning interventions/enrichment. (once per quarter)
- Provided additional professional learning 4 times per year specifically on integration of NGSS in literacy and mathematics.
- Supplemental books, materials, and technological supplies will be provided to support students' understanding of science, social studies, math, literacy and language arts (Tier 1 and 2).
- Support all EL students in grades TK-6 in the delivery of integrated instruction in all curricular areas (ELA, math, science lab, science-based literacy, social studies/art/music, and P.E.) on a daily basis with a special emphasis on science.
- Substitutes provided for PLC teams specifically for reviewing ELD standards, data review, and planning instructional supports for EL students
- Homework Club for EL students.

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

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

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

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

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

Students will rotate/deploy to a variety of teachers with students in grades 1-6 rotating for a science lab, social studies, art, music, math intervention/enrichment, and P.E.

Family Engagement

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

Family Literacy events connected with school events: In-person sessions where teachers model strategies families can use at home to support reading comprehension, vocabulary, and writing. Translation is provided

Multilingual Communication: Share literacy resources, newsletters, and strategy guides in families' home languages explaining grade-level expectations and ways to support literacy during everyday activities.

Home-School Literacy Resources: Provide take-home literacy kits, reading lists, and activities aligned to grade-level standards to reinforce classroom instruction and intervention support.

Communication on Student Progress: Regularly share formative assessment updates and provide families with specific suggestions for supporting literacy skills at home.

Digital Literacy Support: Provide access and guidance for families to use digital reading platforms and literacy tools that students use at school.

Professional Learning

Describe Professional Learning related to this action.

- **Implement structured PLC+ collaborative team meetings** to analyze standards, plan instruction, and reflect on instructional practices that support student learning.
- **Use formative and summative student data during PLC+ meetings** to monitor progress, identify learning gaps, and plan targeted instructional responses.
- **Develop and use common assessments and shared instructional strategies** aligned to essential grade-level standards through the PLC+ process.
- **Strengthen collective responsibility for student learning** by collaborating to design tiered supports and interventions for students who need additional academic assistance.
- **Engage in ongoing cycles of reflection and continuous improvement** by reviewing student outcomes and adjusting instructional practices through the PLC+ framework.

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.

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

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

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

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

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

Results-

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

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

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

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

Results-

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

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

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0565 Yokomi Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.4375		51,820.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Planning 1st Qrt **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	14,188.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			SST/ Tutoring **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	5,790.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Site licenses-Starfall, Edcite, FIRST, READ	5,000.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Extra supplies to support Parent Involvement **No Food or Incentives**	1,130.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375		58,350.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			SST/IEP/prof dev. **Budget lines for personnel include salaries and related benefits	7,535.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Prof. Dev. **Budget lines for personnel include salaries and related benefits	8,397.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Extra supplies-non general ed.	8,736.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology-headphones/devices/etc.	1,000.00
G1A1	Sup & Conc	Instruction	Oth Equ Mnt			Ricoh Copiers/ Printers	28,272.00
G1A1	Sup & Conc	Instruction	Direct-Maint			HEAT/Device Repairs	500.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Graphics Dept closing, moved from object 5725 to 5899.	250.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Planning Day with Emphasis on ELs. 2/3/4 qrt **Budget lines for personnel include salaries and related benefits	26,371.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessor **Budget lines for personnel include salaries and related benefits	6,136.00
G1A1	LCFF: EL	Instruction	Ins Aide-Sup			EL Homework Help (3 Tutors) **Budget lines for personnel include salaries and related benefits	6,591.00
G1A1	LCFF: EL	Instruction	Mat & Supp			extra-supplies -non general ed.	6,240.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Technology-headphones/devices/etc.	4,802.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Site license-Reflex Math, etc	1,100.00

\$242,208.00

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

Real-World learning & engagement opportunities

Action Details

College & Career Readiness

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

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):

- Engage students further by providing additional real-life connection experiences through field trips (on and/or off campus), assemblies, or projects.
- Students will have opportunities to listen, share, and discuss concerns at weekly Classroom Meetings utilizing Second Step curriculum
- Interschool athletics offered to 5th /6th-grade students (e-sports, football, volleyball, soccer, basketball, softball, and cross country(3rd – 6th)
- Extended Learning (after-school program) opportunities for K-6th grade to include: tutoring, homework club, sports, and recreational activities.
- During multiple opportunities during the year students earn Giant tickets for modeling the Guidelines for Success/Safe & Civil Schools. Weekly raffles are held.
- Quarterly awards assemblies will be held to recognize students for the following achievements: Principal's Honor Roll, Honor Roll, Merit List, Academic All-Star, Rising Star, Math Facts, Perfect Attendance, and Citizenship.
- Students will be recognized through Monthly Character Counts celebrations
- Students in K– 6th grades will be informed and encouraged to participate in a broad range of arts and activities such as the following: Folklorico, sports, Reading Clubs, Peach Blossom, Choir, Haru Matsuri (Spring Festival), Science Olympiad, Science Fair, Family Exploration Night, Robotics Club, Study-trips, Junior Achievement Day(2nd grade), Girl Scouts, Winter/Spring Programs, 6th Grade End of Year Social and Promotion Ceremony, Yokomi Elementary School (YES) News Team, PTA sponsored activities, poster/essay contests, Art Club, and Drama Club.
- Substitute teachers will be provided to support engagement activities such as 6th-grade camp, Peach Blossom, Science Fair judging, etc.
- Bus Transportation may be provided for various engagement activities that are off-campus

English Learner Students

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

- English learners students and families will be provided communication in their primary languages so they can be aware of activities. Additionally, we will provide translation services for students and parents as necessary through extra time for the HSL and supplemental contracts.
- English Learner students will be encouraged to participate in all activities and monitored for equitable involvement.
- In addition to the recognition and engagement opportunities listed above, EL students will also be recognized for achieving redesignation status at the end of the school year with a medallion at the 4th Quarter Awards Assembly.

Student Groups

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

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

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

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

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

- Interschool athletics are offered to 5th /6th-grade students (e-sports, football, volleyball, soccer, basketball, softball, and cross country(3rd – 6th) with uniforms and equipment to be purchased to increase participation and school spirit.
- Extended Learning (after-school program) opportunities for K-6th grade to include: tutoring, homework club, sports, and recreational activities.
- During multiple opportunities during the year students earn Giant tickets for modeling the Guidelines for Success/Safe & Civil Schools. Weekly raffles are held.
- Quarterly awards assemblies will be held to recognize students for the following achievements: Principal's Honor Roll, Honor Roll, Merit List, Academic All-Star, Rising Star, Math Facts, Perfect Attendance, and Citizenship.
- Students will be recognized through Monthly Character Counts celebrations
- Students in K– 6th grades will be informed and encouraged to participate in a broad range of arts and activities such as the following: Folklorico, sports, Reading Clubs, Peach Blossom, Choir, Haru Matsuri (Spring Festival) / Art Hop, Science Olympiad, Science Fair, Family Exploration Night, Robotics Club, Study-trips, Junior Achievement Day(2nd grade), Girl Scouts, Winter/Spring Programs, 6th Grade End of Year Social and Promotion Ceremony, Yokomi Elementary School (YES) News Team, PTA sponsored activities, poster/essay contests, Art Club, and Drama Club.
- Substitute teachers will be provided to support engagement activities such as 6th-grade camp, Peach Blossom, Science Fair judging, etc.
- Bus Transportation may be provided for various engagement activities that are off-campus

Family Engagement

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

- **Host Family Showcases and Performance Events:** Invite families to attend student performances, art exhibitions, science fairs, and athletic events to celebrate student learning and participation in extracurricular programs.
- **Provide Inclusive Communication About Opportunities:** Share information about clubs, arts programs, science activities, and athletics through ParentSquare and in families' home languages to ensure all families are aware of opportunities available to their children.
- **Organize Family Activity Nights:** Offer school events such as Science Exploration/Science Fair nights, arts nights (supported by PTA), or activity fairs where families and students can explore different programs together and learn how to get involved.
- **Create Volunteer and Support Opportunities:** With the support of PTA we encourage families to participate by volunteering at events, supporting team activities, assisting with performances, or sharing their own talents, careers, or cultural experiences connected to the arts, sciences, or athletics.
- **Recognize and Celebrate Student Participation:** Share highlights of student involvement through ParentSquare newsletters, social media, and school communications to build pride and strengthen family connections to school programs.
- **Provide Equitable Access to Programs:** Ensure families are informed about available supports such as scholarships, equipment access, or transportation options so all students have the opportunity to participate in activities and programs.

Professional Learning

Describe Professional Learning related to this action.

Professional learning and engagement of staff in these supports will be done through the Instructional Leadership Team, Climate and Culture Team, and with the support of the Extended learning Coordinator.

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.

Increase to over 88% of students responding positively to questions on the student survey related to student-centered/real-world experiences on the Fall survey

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

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

Shape these behaviors...

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

Increase to over 90% of students responding positively to questions on the student survey related to student-centered/real-world experiences on the Spring 2026 survey

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

And ultimately achieve these impacts.

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

Increase to over 95% of students responding positively to questions on the student survey related to student-centered/real-world experiences by Fall of 2026

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

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

Science Integration

Action Details

College & Career Readiness

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

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:

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

English Learner Students

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

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

Student Groups

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

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

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

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

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

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

Family Engagement

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

- **Provide Inclusive Communication About Opportunities:** Share information about clubs, arts programs, science activities, and athletics through ParentSquare and in families' home languages to ensure all families are aware of opportunities available to their children.
- **Organize Family Activity Nights:** Offer school events such as Science Exploration/Science Fair nights, arts nights (supported by PTA), or activity fairs where families and students can explore different programs together and learn how to get involved.
- **Create Volunteer and Support Opportunities:** With the support of PTA we encourage families to participate by volunteering at events, supporting team activities, assisting with performances, or sharing their own talents, careers, or cultural experiences connected to the arts, sciences, or athletics.
- **Recognize and Celebrate Student Participation:** Share highlights of student involvement through ParentSquare newsletters, social media, and school communications to build pride and strengthen family connections to school programs.
- **Provide Equitable Access to Programs:** Ensure families are informed about available supports such as scholarships, equipment access, or transportation options so all students have the opportunity to participate in activities and programs.

Professional Learning

Describe Professional Learning related to this action.

- Through supplemental contracts, an additional one hour of professional learning specifically on the integration of NGSS in literacy and mathematics will take place 4 times per year proceeding regularly scheduled professional learning times.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate Evidence

Short-Term (Learning)

Expect to see

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

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

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

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

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

On the Spring 2027 student survey, results will increase to over 82% of students responding positively to the question related to lessons connecting to students' lives.

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

Increase to over 42% of students meeting or exceeding standards on 5th grade CAST 2026. Monitored by ILT and teachers

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

On the Fall 2027 student survey, results will increase to over 85% of students responding positively to the question related to lessons connecting to students' lives.

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

Increase to over 60% of students meeting or exceeding standards on 5th grade CAST 2027. Monitored by ILT and teachers

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

Attendance and Suspensions

Action Details

Life Skills

The school will work with students and families to encourage good attendance and appropriate behavior. This will be done with frequent **monitoring** and communication with parents and incentives for good attendance and behavior.

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 be offered and encouraged to join activities, clubs, sports, or other organizations to foster a positive connection to school (Tier 1)
- Monthly Character Counts ceremonies will be held to honor students exhibiting good character traits (Tier 1).
- The established school "Guidelines for Success" will be taught and reviewed frequently with students (Tier 1).
- Attendance awards are earned and given out on a quarterly basis. At the end of the year, students may earn a medallion for no absences or tardiness (Tier 1).
- Calls are made from teachers, staff, or district to parents to inquire about absences (Tier 1).
- The School Culture and Climate Teams will meet at least once per month to monitor school-wide discipline and social/emotional issues, share strategies with staff to build on a growth mindset, and analyze data to guide classroom meetings, etc. .
- All teachers will implement weekly Classroom Meetings using Second Step/OLWEAS to address any student behavioral issues that would affect attendance and social/emotional concerns
- RCA will provide space and/or activities for students who need a break (Kids Can Room)
- Students who are needing additional social emotional support in the classroom will be referred to the RCA to provide opportunities for self-regulation.

Tier 2

- Targeted Support Team TST will meet at least once a month to review student data around attendance, behavior, and teacher referrals to determine appropriate support for those students.
- Tier 2 Intervention Specialist will provide the following services: Confer with the nurse to identify chronically"ill" students or students with multiple absences, T2IS will meet with identified students to work on social skills development, provide counseling, Meaningful Jobs, restorative justice practices, behavior contracts, alternative recess activities, referrals to County Mental Health (Special consideration will be given to students who fall into significant sub-groups where attendance and suspension data is disproportionate)
- RCA and T2IS will provide small groups to support with tier 2 social and emotional needs (Young Men of Character, Girl Power Group)
- Alternatives to suspensions will be used (Tier 2) to keep students in school and receive the instruction they need such as Alternative classrooms, office time away, detentions, parent conferences, and loss of various privileges.

- RCA/Psychologist support will be utilized to de-escalate and re-engage students in the classroom.

Tier 3

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

English Learner Students

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

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

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

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

Student Groups

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

White (WH):

N/A

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

White (WH):

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

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

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

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

White (WH):

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

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

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

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

Family Engagement

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

- Home-School Compacts or Goal-Setting Tools
Collaboratively set attendance and behavior goals with families and provide simple tracking tools they can use at home.
- Family Support Partnerships
Connect families to community resources (transportation, counseling, health services) that may impact attendance and behavior.
- Student-Led Conferences on Attendance & Behavior
Engage students in sharing their goals and progress with families, strengthening accountability and family involvement
- Positive Outreach Systems
Ensure staff regularly communicate *positive* updates (not just concerns) about attendance and behavior to build trust and reinforce strong habits.
- Family-Friendly Incentive Programs
Create recognition systems that include families (e.g., family celebration events, certificates sent home, or family raffles tied to student attendance/behavior milestones).
- Two-Way Communication Structures
Use surveys, check-ins, and informal meetings to gather family input on barriers to attendance or behavior, and co-develop solutions with families.

Professional Learning

Describe Professional Learning related to this action.

Bi-weekly check-ins will take place between the HSL, Office assistant, RCA, IS, and admin to discuss the supports taking place and any additional needs necessary. All members of the team will attend district-related professional learning to stay current with district level protocols and supports.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence ☒ Moderate Evidence

Short-Term (Learning)
Expect to see

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

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

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

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

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

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

Shape these behaviors...

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

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

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

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

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

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

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

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

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

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

Character and Career Activities

Action Details

College & Career Readiness

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

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):

- Provide Social/emotional and character instruction for students through the district-adopted curriculum. (OLWEUS, Class meetings, Morning meetings, etc.)
- Yokomi will continue to help students make connections with possible college experiences and careers related to our magnet focus - science and technology. This includes science fair projects, guest speakers, and connections in the curriculum.
- Staff will provide opportunities for selected students to have meaningful jobs on campus that connect them to school and provide chances to build career skills like responsibility.
- Students will participate in district-arranged trips and activities that expose students to college and career opportunities.
- Students will be honored at Character Counts Ceremonies held every month that focus on positive character traits for success in school and the workplace.
- 2nd-grade students will work with business leaders in the community through Junior Achievement. This organization provides a one-day curriculum that teaches students practical life skills and applies them through activities

English Learner Students

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

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

Student Groups

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

N/A

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

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

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

- Provide Social/emotional and character instruction for students through the district-adopted curriculum. (OLWEUS, Class meetings, Morning meetings, etc.)
- Yokomi will continue to help students make connections with possible college experiences and careers related to our magnet focus - science and technology. This includes science fair projects, guest speakers, and connections in the curriculum.
- Staff will provide opportunities for selected students to have meaningful jobs on campus that connect them to school and provide chances to build career skills like responsibility.
- Students will participate in district-arranged trips and activities that expose students to college and career opportunities.
- Students will be honored at Character Counts Ceremonies held every month that focus on positive character traits for success in school and the workplace.

Family Engagement

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

- Information and experiences will be shared with families through weekly and monthly school communication in the appropriate home language.

Professional Learning

Describe Professional Learning related to this action.

- Provide teachers with opportunities to attend district related professional learning around these areas of support

- work with the culture and climate team to provide monthly tips and supports for implementation of social and emotional support
- provide teachers with opportunities to observe other teachers implementing the

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence ☒ Moderate Evidence

Short-Term (Learning)

Expect to see

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

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

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

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

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

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

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

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

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

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

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

n

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

Arts Integration and engagement opportunities Prop 28

Action Details

Life Skills

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

GELAP expenses for Arts Integration Teachers will be paid for by Proposition 28.

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):

- Engage students further by providing additional real-life connection experiences through field trips (on and/or off campus), assemblies, or projects.
- Band, recorder, choir, and choir students will be encouraged to perform at school programs and/or special events. This now includes beginning music instruction in 1st-3rd grades.
- Extended Learning (after-school program) opportunities for K-6th grade to include: arts opportunities like dance, visual arts, performing arts
- Students in K- 6th grades will be informed and encouraged to participate in a broad range of arts and activities such as the following: Folklorico, sports, Reading Clubs, Peach Blossom, Choir, Haru Matsuri (Spring Festival), Science Olympiad, Science Fair, Family Exploration Night, Robotics Club, Study-trips, Junior Achievement Day(2nd grade), Girl Scouts, Winter/Spring Programs, 6th Grade End of Year Social and Promotion Ceremony, Yokomi Elementary School (YES) News Team, PTA sponsored activities, poster/essay contests, Art Club, and Drama Club.
- All classrooms K-6 will have arts integration opportunities provided by an arts integration teacher.
- Substitute teachers will be provided to support engagement activities
- Bus Transportation may be provided for various engagement activities that are off-campus
- Materials and supplies to complete art-related projects will be purchased. This may include ways to display artwork such as display cases or better sound equipment for drama and dance

English Learner Students

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

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

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

Student Groups

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

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

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

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

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

- Band, recorder, and choir students will be encouraged to perform at school programs and/or special events. This now includes beginning music instruction in 1st-3rd grades.
- Extended Learning (after-school program) opportunities for K-6th grade to include: arts opportunities like dance, visual arts, performing arts
- Students in K– 6th grades will be informed and encouraged to participate in a broad range of arts and activities such as the following: Folklorico, sports, Reading Clubs, Peach Blossom, Choir, Haru Matsuri (Spring Festival) / Art Hop, Science Olympiad, Science Fair, Family Exploration Night, Robotics Club, Study-trips, Junior Achievement Day(2nd grade), Girl Scouts, Winter/Spring Programs, 6th Grade End of Year Social and Promotion Ceremony, Yokomi Elementary School (YES) News Team, PTA sponsored activities, poster/essay contests, Art Club, and Drama Club.
- Substitute teachers will be provided to support engagement activities
- All classrooms K-6 will have arts integration opportunities provided by an arts integration teacher.
- Substitute teachers will be provided to support engagement activities
- Bus Transportation may be provided for various engagement activities that are off-campus
- Materials and supplies to complete art-related projects will be purchased. This may include ways to display artwork such as display cases or better sound equipment for drama and dance

Family Engagement

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

- **Host Family Showcases and Performance Events:** Invite families to attend student performances, art exhibitions, science fairs, and athletic events to celebrate student learning and participation in extracurricular programs.
- **Provide Inclusive Communication About Opportunities:** Share information about clubs, arts programs, science activities, and athletics through ParentSquare and in families' home languages to ensure all families are aware of opportunities available to their children.
- **Organize Family Activity Nights:** Offer school events such as Science Exploration/Science Fair nights, arts nights (supported by PTA), Folklorico, Peach Blossom Night, Haru Matsuri (Spring Festival) / Art Hop, Science Olympiad, Science Fair, Family Exploration Night, Winter/Spring Programs or activity fairs where families and students can explore different programs together and learn how to get involved.
- **Create Volunteer and Support Opportunities:** With the support of PTA we encourage families to participate by volunteering at events, supporting team activities, assisting with performances, or sharing their own talents, careers, or cultural experiences connected to the arts, sciences, or athletics.
- **Recognize and Celebrate Student Participation:** Share highlights of student involvement through ParentSquare newsletters, social media, and school communications to build pride and strengthen family connections to school programs.
- **Provide Equitable Access to Programs:** Ensure families are informed about available supports such as scholarships, equipment access, or transportation options so all students have the opportunity to participate in activities and programs.

Professional Learning

Describe Professional Learning related to this action.

PLCs will work with the arts integration teacher to collaborate and provide arts-integrated lessons.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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.

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.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

Increase to over 88% of students responding positively to questions on the student survey related to student-centered/real-world experiences on the Fall survey

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

Increase to over 90% of students responding positively to questions on the student survey related to student-centered/real-world experiences on the Spring 2026 survey

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

Increase to over 95% of students responding positively to questions on the student survey related to student-centered/real-world experiences by Fall of 2027

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

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0565 Yokomi Elementary (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.7500		65,019.00
G2A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Tier II Intervention	0.5000	RU 4/9 Shift W264 From 0649 to 3010 FY27 **Budget lines for personnel include salaries and related benefits	43,345.00

\$108,364.00

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

Support, learning, and engagement for staff

Action Details

Effective Staff

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

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):

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

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

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

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

English Learner Students

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

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

Student Groups

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

N/A

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

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

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

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

Each PLC will create a specific goal, or Common Challenge, to support student learning as part of PLC+ cycles

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

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

Scheduled celebration times will be calendared and held each quarter as part of the PLC+ cycles.

Meetings with individual PLC teams to determine the form of feedback and recognition they find to be most helpful.

Family Engagement

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

As this goal is related to staff professional development, it does not include levels of family engagement. Families will be made aware of the substitute release days and the purpose of the teachers not being in class on those days.

Professional Learning

Describe Professional Learning related to this action.

This goal is related to professional learning

- Each PLC will create a specific goal, or Common Challenge, to support student learning as part of PLC+ cycles

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

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence ☒ Moderate Evidence

Short-Term (Learning)

Expect to see

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

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

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

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

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

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

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

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

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

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

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

Provide opportunities for family involvement

Action Details

Equitable Access

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

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):

Opportunities for students with family connections:

- Quarterly awards assemblies will be held to recognize students for the following achievements: Principal's Honor Roll, Honor Roll, Merit List, Academic All-Star, Rising Star, Math Facts, Perfect Attendance, and Citizenship.
- Career/business awareness presentations sponsored by Junior Achievement.
- Students will be recognized through Monthly Character Counts celebrations
- Students in K– 6th grades will be informed and encouraged to participate in a broad range of arts and activities such as the following: Sports, Reading Clubs, Peach Blossom, Choir, Haru Matsuri (Spring Festival) / Art Hop, Science Olympiad, Science Fair, Family Exploration Night, Robotics Club, Study-trips, Junior Achievement Day(2nd grade), Winter/Spring Programs, 6th Grade End of Year Social and Promotion Ceremony,
- Supplemental contracts for staff to support Yokomi Elementary School (YES) News Team
- Substitute teachers will be provided to support engagement activities such as 6th grade camp, Peach Blossom, Science Fair judging, etc.
- Bus Transportation may be provided for various off-campus engagement activities
- Purchase necessary materials and supplies to support various activities, events, student recognitions, assemblies, and engagement opportunities

English Learner Students

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

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

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

Student Groups

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

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

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

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

Necessary materials and supplies will be purchased for parent meetings and community engagement opportunities.

Items needed for parent communication, such as copiers, paper, etc., will be purchased.

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

ParentSquare will be the primary form of communication for the school. The entire school year's calendar of events will be posted on the calendar. Weekly events will be posted by school staff. Specific messages to groups(teams, clubs, councils, etc.) will take place as needed.

Highly attended events such as PTA events, science nights, open house, and back-to-school night will be used to reiterate the use of ParentSquare and ensure families are able to receive necessary information.

Family Engagement

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

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

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

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

- Possible opportunities for parent engagement include:
- Quarterly awards assemblies will be held to recognize students for the following achievements: Principal's Honor Roll, Honor Roll, Merit List, Academic All-Star, Rising Star, Math Facts, Perfect Attendance, and Citizenship.
 - Career/business awareness presentations sponsored by Junior Achievement.
 - Students will be recognized through Monthly Character Counts celebrations
 - Activities such as the following: Sports, Reading Clubs, Peach Blossom, Choir, Haru Matsuri (Spring Festival) / Art Hop, Science Olympiad, Science Fair, Family Exploration Night, Robotics Club, Study-trips, Junior Achievement Day(2nd grade), Winter/Spring Programs, 6th Grade End of Year Social and Promotion Ceremony
 - PTA Cultrual Evnts support by staff members and the community.

Professional Learning

Describe Professional Learning related to this action.

There are no specific professional learning opportunities associated with this. Staff are encouraged to attend or participate in at least one after-school event each year. They are required to be involved in events during the school day.

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
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Increase to over 91% of Families responding positively to questions on the Family survey related to family engagement on the 2025 Fall survey This will be monitored by the Culture and Climate team and site administration	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Increase to over 92% of Families responding positively to questions on the Family survey related to family engagement on the 2026 Sping survey This will be monitored by the Culture and Climate team and site administration	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Increase to over 95% of Families responding positively to questions on the Family survey related to family engagement on the 2026 Fall survey This will be monitored by the Culture and Climate team and site administration

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

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

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

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0565 Yokomi Elementary (Locked)

G3 - Operational Excellence

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A2	Title 1 Basic	Parent Participation	Cls Sup-Sup			Childcare/Parent Mtgs **Budget lines for personnel include salaries and related benefits	650.00
G3A2	Title 1 Basic	Parent Participation	Cls Sup-Sup			Parent conf./misc mtgs **Budget lines for personnel include salaries and related benefits	910.00
G3A2	Sup & Conc	Parent Participation	Mat & Supp			SSC/ELAC/Parent Meetings	600.00

\$2,160.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0565 Yokomi Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0565	1110	1000	1110	Teacher-Regu	Tutor	T004	Meadors, Lori	0.4375	G1A1		51,820.00
060	3010	0565	1110	1000	1160	Teacher-Supp					G1A1	Planning 1st Qrt **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	14,188.00
060	3010	0565	1110	1000	1160	Teacher-Supp					G1A1	SST/ Tutoring **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	5,790.00
060	3010	0565	1110	1000	4200	Bks & Ref					G1A1	Site licenses-Starfall, Edcite, FIRST, READ	5,000.00
060	3010	0565	1110	2495	2260	Cls Sup-Sup					G3A2	Childcare/Parent Mtgs **Budget lines for personnel include salaries and related benefits	650.00
060	3010	0565	1110	2495	2260	Cls Sup-Sup					G3A2	Parent conf./misc mtgs **Budget lines for personnel include salaries and related benefits	910.00
060	3010	0565	1110	2495	4300	Mat & Supp					G1A1	Extra supplies to support Parent Involvement **No Food or Incentives**	1,130.00
030	7090	0565	1110	1000	1110	Teacher-Regu	Tutor	T004	Oliver, Cathy	0.4375	G1A1		58,350.00
030	7090	0565	1110	1000	1120	Teacher-Subs					G1A1	SST/IEP/prof dev. **Budget lines for personnel include salaries and related benefits	7,535.00
030	7090	0565	1110	1000	1160	Teacher-Supp					G1A1	Prof. Dev. **Budget lines for personnel include salaries and related benefits	8,397.00
030	7090	0565	1110	1000	4200	Bks & Ref					G1A2	Site license-Reflex Math, etc	1,100.00
030	7090	0565	1110	1000	4300	Mat & Supp					G1A1	Extra supplies-non general ed.	8,736.00
030	7090	0565	1110	1000	4400	Nc-Equipment					G1A1	Technology-headphones/devices/etc.	1,000.00
030	7090	0565	1110	1000	5635	Oth Equ Mnt					G1A1	Ricoh Copiers/ Printers	28,272.00
030	7090	0565	1110	1000	5723	Direct-Maint					G1A1	HEAT/Device Repairs	500.00
030	7090	0565	1110	1000	5899	Cons Svc/Oth					G1A1	TBD : Graphics Dept closing, moved from object 5725 to 5899.	250.00
030	7090	0565	1110	2495	4300	Mat & Supp					G3A2	SSC/ELAC/Parent Meetings	600.00
030	7090	0565	1110	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg Span	W017	Loza, Terry	0.7500	G2A1		65,019.00
030	7090	0565	1110	3130	2210	Cls Sup-Reg	Specialist, Tier II Intervention	W264	Lepe, Emmanuel	0.5000	G2A1	RU 4/9 Shift W264 From 0649 to 3010 FY27 **Budget lines for personnel include salaries and related benefits	43,345.00
030	7091	0565	4760	1000	1120	Teacher-Subs					G1A1	Planning Day with Emphasis on ELs. 2/3/4 qrt **Budget lines for personnel include salaries and related benefits	26,371.00
030	7091	0565	4760	1000	1160	Teacher-Supp					G1A1	ELPAC Assessor **Budget lines for personnel include salaries and related benefits	6,136.00
030	7091	0565	4760	1000	2160	Ins Aide-Sup					G1A1	EL Homework Help (3 Tutors) **Budget lines for personnel include salaries and related benefits	6,591.00
030	7091	0565	4760	1000	4300	Mat & Supp					G1A1	extra-supplies -non general ed.	6,240.00
030	7091	0565	4760	1000	4400	Nc-Equipment					G1A1	Technology-headphones/devices/etc.	4,802.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$79,488.00
Sup & Conc	7090	\$223,104.00
LCFF: EL	7091	\$50,140.00
Grand Total		\$352,732.00

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Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$242,208.00
G2 - The Whole Child (SEL and Engagement)	\$108,364.00
G3 - Operational Excellence	\$2,160.00
Grand Total	\$352,732.00