

Homan Elementary

10621666006068

Principal's Name: Jackie Sittre-Price

Principal's Signature: 

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

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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 supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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

Consolidated Program Assurances

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



School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Jackie Sittre-Price	X				
2. Chairperson - Adelina Silva		X			
3. Jake Turner		X			
4. Ladarla Wiles		X			
5. Jennifer Massingham			X		
6. Maria Rico				X	
7. Laura Yates				X	
8. Joni Pennington				X	
9. Tamara Thompson				X	
10. Devonte Mayberry				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: Homan 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	Jackie Sittre-Price		March 20, 2024
SSC Chairperson	Adelina Silva		3/21/24

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

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

FY 2024/25

Homan - 0225

ON-SITE ALLOCATION

3010	Title I	\$67,230 *
7090	LCFF Supplemental & Concentration	\$208,662
7091	LCFF for English Learners	\$39,312

TOTAL 2024/25 ON-SITE ALLOCATION

\$315,204

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,992
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Remaining Title I funds are at the discretion of the School Site Council	\$65,238
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Total Title I Allocation	\$67,230
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Homan Elementary 2024-2025 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓	-62 pts	-71.5 pts	2023-2024	-60 pts
SBAC ELA - Average distance from standard (English Learner)	✓		-106.5 pts	2023-2024	-90 pts
SBAC ELA - Average distance from standard (Students w/ Disabilities)	✓		-132.2 pts	2023-2024	-112 pts
SBAC ELA - percentage of students met/exceeded standard	✓	30 %	25.4 %	2023-2024	35.5 %
SBAC Math - Average distance from standard	✓	-72 pts	-75.1 pts	2023-2024	-64 pts
SBAC Math - Average distance from standard (English Learner)	✓		-100.7 pts	2023-2024	-85 pts
SBAC Math - percentage of students met/exceeded standard	✓	25 %	22.8 %	2023-2024	31.9 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Academic Actions 1-3 ELA-Math:
Action 1: ELA Kindergarten - Third Grade

Homan's focus was on effective Tier 1 instruction through professional learning and the PL CCCI process. Homan PLCs used the metrics of iReady, FSA and Phonics Survey to group students for targeted instruction. Teaching Fellows supported the Reading RTI process. Progress monitoring was used to identify and respond to student learning needs.

Tiered levels of support were used to provide intervention for students to master grade level content and increase the number of students reading on grade level. After a review of the data, actions are working, but

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

Disproportionate Student Groups Identified English Learners and Students with Disabilities After an analysis of the data, findings are stated as: . Chronic Absenteeism negatively impacted both student groups as well as exacerbated the existing learning gap from pandemic status. Teachers are continuing to learn and apply new skills gained through PL including teaching to the rigor of the grade level standards.

not at the most optimal level of impact on student learning. Training of Teachings Fellows and PL for teachers in appropriate use and selection of rigorous GVC materials was identified as variables needed in increasing the effectiveness of the action.

Action 2 ELA Grades 4-6: Homan PLC's will use the PL CCCI process to focus on the instruction of Essential.

ELA Standards and Targets. Additionally, the use of FIAB's, Released Questions aligned to SBAC rigor and Tools for Teachers would be used to provide students instructions aligned to the rigor of cognitive demand of the standards. After a review of the data, Actions are working, but not at the most optimal level of impact on student learning. Additional PL for teachers and application time of cognitive planning will be necessary in providing teachers additional time to cognitively plan question progression using the resources identified as rigorously aligned to the cognitive demand within the standards. After a review of the data, actions are working. A continued focus on using student engagement, success criteria and feedback. as well as frequent monitoring of disproportionate student groups will need to increase.

Action Math Grades K-6: Homan PLC's will use the PLC CCI process to focus on the instruction of Essential Math Standards and Targets. BBF was used as an instructional tool school-wide in teaching students basic math fluency needed to learn Common Core Math Standards Additionally the use of FIAB's were used to progress monitor the learning of students in Grades 3-6. Math Lesson Design PL was provided through 6 cycles of learning and cognitive coaching for teachers in grades 3-6. After a review of the data, Actions are working, but not at the most optimal level of impact on student learning. Additional PL for teachers and application time of cognitive planning will be necessary in providing teachers additional time to cognitively plan Math POD's using the resources identified as rigorously aligned to the cognitive demand within the standards. Teachers will need additional time/PL to use Math FIAB's IAB's in standard and non-standard cycles to support instruction and responding to students' learning needs. MLD is being implemented at a beginning level and teachers will require additional cognitive coaching and cycles of learning to support full implementation. Chronic Absenteeism had negative impacts on learning for Homan Students.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

The major differences between the intended and actual implementation of the current SPSA budget and actions was the loss of learning time due to effects of chronic absenteeism and teachers developing skills around proficient application of site Professional Learning. Specifically, understanding content, rigor aligned to evidence of mastery and consistent use of progress monitoring to adjust instruction and serve identified students during RTI.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

As a result of the analysis from Steps 1 and 2, there will be the following changes made for next year to the SPSA. The goal will be full implementation of the SPSA. Tiered support for Attendance and Academics. An addition of 1 FTE provided by FUSD, to close the learning gap in 4th - 6th grade math will support teachers and students. Teachers will continue to develop efficacy in the areas of the PLC structure. PLC's will focus on essential standards/targets in ELA and Math, use the PLC process to inform their teaching practices, deliver target instruction during RTI and provide rigorous Tier 1 instruction to students.

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

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div>SSC needs assessment and feedback: 2/13/24 SSC feedback: continue with academic plan described in current SPSA with an increase in reading intervention for students in grades 4-6 Social Emotional services for students HSL</div>	<div>2 ELAC:</div> <div>ELAC needs assessment and feedback: 2/16/24 ELAC feedback: continue with academic plan described in the SPSA Social Emotional services for students Increase family engagement opportunities Increase reading intervention for 4-6 students</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div>Staff needs assessment: 3/12/24 and 3/14/24. Continue with the academic plan described in the SPSA Social Emotional services for students Increase reading interventions for students in grades 4-6. RCA HSL Increase Tier 2 intervention to 4-6 Grades.</div>
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Action 1

Title: ELA Kindergarten - Third

Action Details:

Homan will implement a comprehensive and balanced literacy instructional program with an emphasis on daily targeted and differentiated instruction with a focus on students in TK through Third Grade reading on grade level or beyond.

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

Explain the Progress Monitoring and data used for this Action

<div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div>Data to be used to Progress Monitor Tiers 1,2 and 3 Kindergarten: FSA, iReady, Sight Words and Essential Standards Data First Grade: Phonics Survey, Sight Words, iReady and Essential Standards Data Second Grade: Phonics Survey, Sight Words, iReady and Essential Standards Data Third Grade: Phonics Survey, iReady and Essential Standards Data All metrics will be used to Monitor Tier 1 instruction in Grades 1-2 and to identify students for Tier 2-3 RTI. in Grades 3.</div>	<div>Owner(s): Teachers Certificated Tutor TSA ILT</div>	<div>Timeline: Kindergarten- Quarterly First - Quarterly Second - Quarterly</div>
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Details: Explain the data which will specifically monitor progress toward each indicator target

Phonics Survey/FSA will be used by K- 1-2 Grade Teachers to progress monitor skills that may need to be taught during RTI reading groups. The Phonics Survey is monitored fluidly as students learn the target skill with automaticity.

The Phonics Survey will be used by teachers in Grades 1 and 2 to adjust instructional groups for Tier 1 instruction. In Grade 3, the Phonics Survey will be used to identify students for Tier 2-3 RTI services.

Owner(s):

Teachers
TSA
ILT

Timeline:

Kindergarten - Third Grade

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

Essential Standards Data will be to progress monitor student learning from CORE and RTI. Essential Standards will be utilized by all K - 6 grade teachers Wonders Unit by Unit.

iReady ELA will be used by teachers to progress monitor student typical and stretch growth of student meeting goals.

Teachers will review student growth and plan actions during Data Review Chats.

Owner(s):

K-3 Teachers
TSA

Timeline:

1st Quarter
4th Quarter

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

CCI Cycle Data focused on Grade Level Essential Standards data in Grades K -6.

Aug.2024 Data Meeting with PLC's to determine optimal progress monitoring tools, cycles and expectations for progress monitoring for the following grade level spans:

Kindergarten

First and Second Grades

Third through 6th Grades

SpEd Team

Expected Progress Monitoring Tools Used by Each Teacher

Phonic Survey

CFU

Common Formative Assessments

CSA

Unit Writing Performance Task

This CCI protocol is used with identified ELA Essential Standards. The protocol is used in each ELA unit.

The PLC protocol includes:

Identification of Essential Standards

Deconstruction of standards into learning targets

Creation of a CSA for the standard

Creation of CFA for each learning target

Established Assessment RTI calendar

Cycles of instruction with RTI

Owner(s):

Professional Learning Community

TSA

Vice Principal/Principal

ILT

Timeline:

Quarterly PLC

Teachers Daily Weekly

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

FIAB/ IAB Data will be utilized by 3rd Grade teachers to monitor progress of CORE instruction and the impact on student learning. FIAB data will be used to form RTI groups

Owner(s):

Teachers

TSA

Timeline:

Bi-annually

<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>iReady: This metric is used to provide teachers a data point to inform small group instructional opportunities. iReady data will be utilized to differentiate instruction during RTI by students using the MyPath model.</p>	<p>Owner(s):</p> <p>Teachers PLC</p>	<p>Timeline:</p> <p>Quarterly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>SBAC Annual Data 3rd Grade: This metric is used to set goals in content areas. Additionally, the metric is used to identify trends in low performing math claims as well as , reading targets.</p>	<p>Owner(s):</p> <p>Teachers PLC</p> <p>Vice Principal and Principal</p>	<p>Timeline:</p> <p>Annually</p>
<p>Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):</p> <p>All students TIERS 1-2 and 3 in Grades 1-3 will participate in a weekly minimum of 30-minute sessions differentiated reading instructional block of RTI to target reading skills /gaps.</p> <ul style="list-style-type: none">Students will be identified by need by standard and reading level. <p>All Teachers will cognitively plan and adjust instruction based on daily formative assessment.</p> <p>All PLC's will include question progression aligned to learning targets utilizing resources introduced during PL.</p> <p>All PLC's will learn how to review student work, apply item analysis in order to adjust instruction and provide targeted RTI to students.</p> <p>Write Tools strategies will be utilized by all PLCs to support Writing Standards in Grades K-6</p> <p>Teachers in Grades K-2 will apply PL in Foundational Skills using the GVC of Wonders.</p> <p>Teachers in Grades K-2 will utilize differentiated and targeted instruction during small groups utilizing Grade Level Standards Aligned rigorous resources to teach students.</p> <p>Homan Students will participate in the Million Minute Reading Challenge</p> <ul style="list-style-type: none">ATSI groups of students will be identified for additional support and have priority for targeted support before and after school.PLC Teams will continue to improve instructional supports for all student groups students with a focus on Students with Disabilities and ELL students providing instruction through the CORE and RTI process.Reading Support will be provided by Teaching Fellows and paraprofessionals.Technology and Internet Subscriptions, graphicsCommon Core Companion and additional Standards aligned resources.Teacher release time (subs) and additional time supplemental contractsWonders Leveled Readers and additional resources for leveled text.Corrective Reading Mastery (RSP) Tier 3Use of Wonders Digital Components to support connections to CORE instruction.Wonder Works Tier 3 for SDC students.Students in Grades Kinder - Second Grade Participate in High Frequency Word WIZStudents in Grades K-3 Participate Homan Million Minute Reading ChallengeIn addition, Teachers will be learning critical elements of Literacy Instruction through the Fresno High Region Literacy Plan. <ol style="list-style-type: none">By the end of the 2024-2025 school year Homan teachers will implement a comprehensive and balanced literacy instructional program emphasizing daily targeted instruction in foundational skills and differentiated instruction with a focus on students in grades TK through 3rd grade reading on grade level and above.By the end of the 2024-2025 school year Homan Teachers will deliver explicit and systematic instruction in how to decode and encode words, including word part analysis; and connected text reading to build reading accuracy, automaticity, fluency, and comprehension.<ul style="list-style-type: none">Administration and PLC Teams: Partnership with TNTP for Professional Learning through professional learning sessions; ongoing coaching for leaders, coaches, and teachers; application of learning through supported curriculum planning and a summer program for students; and data analysis and progress monitoring.Administration and PLC Teams will participate in Literacy Diagnostic. Focus groups, surveys, site walks, data analysis. Purpose is to understand current literacy teaching and learning practices and set goals and establish measurable outcomes.		

- Build Leadership and Coach capacity and skill around literacy instruction, including targeted work in early literacy. Pilot asynchronous Science of Reading course and curriculum-focused communities of practice with a “coalition of the willing.”
- Ongoing Leadership and coach capacity and skill building. Full region implementation of Science of Reading course and curriculum-focused communities of practice: summer Tk-2 teachers, fall 3-5 teachers, spring 5-8 teachers and make-ups. Establish ongoing PLCs/communities of practice.
- Ongoing progress monitoring with leaders and coaches. Develop and support lead teachers' capacity to lead PLC/Community of Practice.
- Instructional Coach, TSA and Reading Intervention teachers will provide professional learning and support with Tier 2 Support Response to Intervention (RTI)
- Teachers will participate in an optional Summer Early Literacy Institute (refreshers/new staff). Summer school, teachers will participate in PL in the morning and implement what they learn in the afternoon, with TNTP coach support. Admin will also participate in professional learning and coaching to with TNTP coaches as support.
- PLC Teams will 1) teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge; 2) develop awareness of the segments of sound in speech and how they link to letters; 3) teach students to decode words, analyze word parts, and write and recognize words; 4) ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension
- PLC Teams will use a Common Formative Assessments that is intentionally aligned to Phonics Skills for progress monitoring.
- PLC Team will use have 4 half-day sub release days for data analysis and planning in support of foundational skills.
- PLC Teams will engage in a root cause analysis of students not/nearly meeting standards to provide classroom-based interventions and re-teaching, as well as identifying students who mastered the knowledge target or standard in order to provide enrichment opportunities.
- All teachers will utilize the Instructional Practice Guide Tenet 2C (foundational skills) and 3 (student ownership) to plan effective instruction, reflect on feedback and strengthen the rigor of instruction.
- School Wide implementation of Response to Intervention (RTI) structures adhered by all grade levels.

In addition, Teachers will be learning critical elements of Literacy Instruction through the Fresno High Region Literacy Plan.

1. By the end of the 2024-2025 school year Homan teachers will implement a comprehensive and balanced literacy instructional program emphasizing daily targeted instruction in foundational skills and differentiated instruction with a focus on students in grades TK through 3rd grade reading on grade level and above.
 2. By the end of the 2024-2025 school year Homan Teachers will deliver explicit and systematic instruction in how to decode and encode words, including word part analysis; and connected text reading to build reading accuracy, automaticity, fluency, and comprehension.
- Administration and PLC Teams: Partnership with TNTP for Professional Learning through professional learning sessions; ongoing coaching for leaders, coaches, and teachers; application of learning through supported curriculum planning and a summer program for students; and data analysis and progress monitoring.
 - Administration and PLC Teams will participate in Literacy Diagnostic. Focus groups, surveys, site walks, data analysis. Purpose is to understand current literacy teaching and learning practices and set goals and establish measurable outcomes.
 - Build Leadership and Coach capacity and skill around literacy instruction, including targeted work in early literacy. Pilot asynchronous Science of Reading course and curriculum-focused communities of practice with a “coalition of the willing.”
 - Ongoing Leadership and coach capacity and skill building. Full region implementation of Science of Reading course and curriculum-focused communities of practice: summer Tk-2 teachers, fall 3-5 teachers, spring 5-8 teachers and make-ups. Establish ongoing PLCs/communities of practice.
 - Ongoing progress monitoring with leaders and coaches. Develop and support lead teachers' capacity to lead PLC/Community of Practice.
 - Instructional Coach, TSA and Reading Intervention teachers will provide professional learning and support with Tier 2 Support Response to Intervention (RTI)
 - Teachers will participate in an optional Summer Early Literacy Institute (refreshers/new staff). Summer school, teachers will participate in PL in the morning and implement what they learn in the afternoon, with TNTP coach support. Admin will also participate in professional learning and coaching to with TNTP coaches as support.
 - PLC Teams will 1) teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge; 2) develop awareness of the segments of sound in speech and how they link to letters; 3) teach students to decode words, analyze word parts, and write and recognize words; 4) ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension
 - PLC Teams will use a Common Formative Assessments that is intentionally aligned to Phonics Skills for progress monitoring.
 - PLC Team will use have 4 half-day sub release days for data analysis and planning in support of foundational skills.
 - PLC Teams will engage in a root cause analysis of students not/nearly meeting standards to provide classroom-based interventions and re-teaching, as well as identifying students who mastered the knowledge target or standard in order to provide enrichment opportunities.
 - All teachers will utilize the Instructional Practice Guide Tenet 2C (foundational skills) and 3 (student ownership) to plan effective instruction, reflect on feedback and strengthen the rigor of instruction.
 - School Wide implementation of Response to Intervention (RTI) structures adhered by all grade levels.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs

red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 English learner students are identified in red according to the CA Dashboard).

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

With Title I funds we plan to support English learner students by: the Purchase of Materials and Supplies that support CORE Intergrated ELD instruction and RTI, and Designated ELD Instruction.

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

With 7090 or 7091 funds we plan to support English learner students by..Funds will be used to purchase Teaching fellow services to support Designated ELD Instruction and RTI.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

EL resources provided by Wonders used during designated ELD instruction.

Embedded ELD strategies used during Tier 1 and Tier 2 instruction.

Increase use of academic vocabulary and partner talk to practice language acquisition within the classroom setting.

Multiple opportunities to engage in speaking, reading, writing and listening in various academic areas.

- EL students will receive Designated Support in developing Language Proficiency utilizing Wonder Resources
- Teachers will continue to provide additional interventions to identify EL students.
- EL students will receive Integrated support throughout the instructional day and targeted support in Reading Foundational Skills during RTI
- EL Goal Setting and Goal Setting Data chats based on ELPAC results and EL redesignation Goal Setting Reports
- EL redesignated Recognition
- ELD Standards
- EL team of Teachers will research best practices to support students and deliver Professional Learning to staff.
- EL students will be monitored for reclassification needs based on ELPAC results.
- ELPAC assessors

Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The English Learner and Students with Disabilities student populations are performing at the lowest level in areas of English Language Arts.

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

With Title I funds we plan to support the English Learners and Students with Disabilities subgroups by: The Purchase of Materials and Supplies that support CORE Tier 1 instruction and RTI, Tiers 2-3 instructional intervention.

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

With 7090 or 7091 funds we plan to support the English Language Learners and Students with Disabilities subgroups by: Funds will be used to purchase Teaching fellow services to support Tiers 1-2-3 Instruction and RTI.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

Teachers will intentionally identify baseline levels of EL and SWD groups of students. Cognitive planning will be utilized for targeted instructions based assessed need. Teachers will use the digital components of Wonders, that align to the weekly core Standards to build connections from CORE content instruction to RTI.

Teaching Fellows will be utilized during RTI for those students in Tiers 2 and 3, students who are on grade level will have access to on level text from Wonders.

Teacher will progress monitor data specifically for Students with Disabilities group of students in order to intervene in a timely manner during RTI.

Action 2

Title: ELA: Fourth - Sixth

Action Details:

Homan will implement a comprehensive and balanced literacy instructional program with an emphasis on daily targeted and differentiated instruction with a focus on students in grades four through sixth .

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

Explain the Progress Monitoring and data used for this Action

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

iReady

This metric is used to provided teacher a data point to inform small group instructional opportunities. iReady data will be utilized to differentiate instruction during RTI by students using My Path. Additionally iReady Typical Growth and Stretch Growth reports will be used during Data Chats.

Owner(s):

4th through 6th Grade Teachers

ILT

TSA

Timeline:

Quarterly

<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>CCI Cycle Data</p> <p>Aug. 2023 Data Meeting with PLC's to determine optimal progress monitoring tools for the following grade level spans:</p> <p>Kindergarten</p> <p>First and Second Grades</p> <p>Third through 6th Grades</p> <p>SpEd Team</p> <p>Expected Progress Monitoring tools to be used by all teachers</p> <p>CFU</p> <p>Common Formative Assessments</p> <p>CSA</p> <p>The PLC protocol includes:</p> <p>Identification of Essential standards with mini PAC:</p> <p>Deconstruction of standards into learning targets</p> <p>Creation of a CSA for the standard</p> <p>Creation of CFA for each learning target</p> <p>Established Assessment RTI calendar</p> <p>Cycles of instruction with RTI</p> <p>Grades 4-6 Tier II Intervention based on Literacy Plan</p> <p>Phonic Survey and iReady scores 2 years below grade level will be utilized to identify and provide services to students</p>	<p>Owner(s):</p> <p>Professional Learning Community</p> <p>TSA</p> <p>PLC's</p> <p>ILT</p>	<p>Timeline:</p> <p>Teachers Daily Quarterly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>IAB/FIAB</p> <p>PLC's in Grades 3-6 will include the use of FIAB's and IAB's in Standard and Non- Standard forms.</p> <p>FIAB's will be utilized by 4-6 Grade teachers to monitor progress of CORE instruction and the impact on student learning. FIAB data will be used to form RTI groups as well as rigorous content.</p>	<p>Owner(s):</p> <p>Teachers</p> <p>TSA</p>	<p>Timeline:</p> <p>1st Quarter</p> <p>3rd Quarter</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>SBAC Annual Data; This metric is used to set goals in content areas. Additionally, the metric is used to identify trends in low performing math claims as well as reading targets.</p>	<p>Owner(s):</p> <p>Teachers and PLC</p>	<p>Timeline:</p> <p>Annually</p>

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

All students in Grades 4-6 will participate in a 30 min. block of RTI (Tier 1 and Tier 2) Homan Hawk Mastery Block. The focus will be on differentiated instruction to target specific Reading Standards by student by need. Support will be provided by an RSP teacher and a .5 FTE RTI support teacher. Additionally, a 1 FTE instructional coach will be added to support 4-6 RTI and Teaching Fellows with a focus on ELA

Unit backwards planning utilizing GVC, Common Core Companions, Coherence Maps, and other tools.

Tier 1 and 2 supports will be provided daily by the classroom teacher teaching fellows based on actions from Literacy Plan

Tier 3: All students will participate in Tier 3 (at student level) differentiated instruction in reading to target specific reading skills/gaps with the support of Classroom Teachers and RSP (RTI)

Tier 3 support will be provided by an RSP Teacher,

Continue CCI cycle work (embedded learning) and differentiated learning by PLC's creating CFU, CFA, and CSAs for all students.

All PLC's will use PL focused on Student Work Analysis and plan next actions.

Disaggregate CFA/CSA data to identify how the following significant subgroups are progressing (SWD, EL)

Staff responds to data with next steps and timely intervention based on data analysis.

Plc's will utilize a systematic review of students' work and assessments to adjust instruction and plan targeted RTI.

PLC's will intentionally use question progression resources to align instruction to rigorous grade level learning targets.

Materials to be utilized may include Wonders materials (ex. Leveled Readers), Measuring Up, Common Core Standards Plus and Tools for Teachers

Release time and substitutes for teachers to do peer observations, lesson studies, planning and attend SST/IEP meetings.

Teacher and student technology, hardware and program Headphones needed for iReady and SBAC testing and classroom applications.

Subs to release teachers to plan curriculum (Tier 1 instruction) Resources and Material/Supplies for instruction.

- Materials to be utilized may include Wonders and Go Math additional CCSS based resources.
- Teachers will use Write Tools PL to teach Writing Standards, travel for PL.
- PLC Teams will continue to improve instructional supports for sub-group students and provide instruction through the RTI process.
- Teachers will provide additional interventions to identified sub-group students focused on closing the achievement gap.
- Wonders Leveled Readers
- Corrective Reading Mastery (RSP) for Tier 3 Student
- Technology software and hardware, plus materials and supplies
- Incentives for Growth
- Copier Lease and supplies
- Administrative subs

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 English learner students are identified in red according to the CA Dashboard).

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The English Learner and Students with Disabilities student populations are performing at the lowest level in areas of English Language Arts.

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

With Title I funds we plan to support English learner students by. the Purchase of Materials and Supplies that support CORE Intergrated ELD instruction and RTI, and Designated ELD Instruction.

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

With 7090 or 7091 funds we plan to support English learner students by..Funds will be used to purchase Teaching fellow services to support Designated ELD Instruction and RTI.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

EL resources provided byWonders used during designated ELD instruction.

Embedded ELD strategies used during Tier 1 and Tier 2 instruction.

Increase use of academic vocabulary and partner talk to practice language acquisition within the classroom setting.

Multiple opportunities to engage in speaking, reading, writing and listening in various academic areas.

- EL Learners will receive instruction during 30 min. block to target Designated Support in Language Proficiency
- Integrated support throughout the instructional daytargeted support in Reading Foundational Skills
- EL students will be monitored for reclassification of their EL status based on ELPAC results.
- Goal Setting and Goal setting data chats based on ELPAC results and EL redesignation Goal Setting reports
- ELD Standards
- EL team of Teachers will research Professional Learning on their own and provided PL to staff
- Monies for EL Assessors

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

With Title I funds we plan to support the English Learner and Students with Disabilities subgroups by: The Purchase of Materials and Supplies that support CORE Tier 1 instruction and RTI, Tiers 2-3 instructional intervention.

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

With 7090 or 7091 funds we plan to support English Learner and Students with Disabilities subgroups by: Funds will be used to purchase Teaching fellow services to support Tiers 1-2-3 Instruction and RTI.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

Teachers will intentionally identify baseline levels of EL and SWD groups of students. Cognitive planning will be utilized for targeted instructions based assessed need. Teachers will use the digital components of Wonders, that align to the weekly core Standards to build connections from CORE content instruction to RTI.

Teaching Fellows will be utilized during RTI for those students in Tiers 2 and 3, students who are on grade level will have access to on level text from Wonders.

Teacher will progress monitor data specifically for Students with Disabilities and EL group of students in order to intervene in a timely manner during RTI.

Teachers will intentionally identify baseline levels of African American , EL and SWD groups of students. Cognitive planning will be utilized for targeted instructions based assessed need. Teachers will use the digital components of Wonders, that align to the weekly core Standards to build connections from CORE content instruction to RTI.

Approved additional resources will be utilized during RTI for those students in Tiers 2 and 3, students who are on grade level will have access to on level text from Wonders. TIER 3 students will receive Wonder Work instruction in SDC.

Teacher will progress monitor data specifically for Students with Disabilities in order to intervene in a timely manner during RTI.

Action 3

Title: Math: Kindergarten - Sixth

Action Details:

Homan will implement a comprehensive and balanced math instructional program with an emphasis on daily targeted Tier 1 Instruction and differentiated instruction. We will have a focus on students in grades K-6 to ensure all students advance one grade level or beyond per year in math proficiency.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Kindergarten Quarterly/CSA: This metric is used to provided teacher a data point to inform small group instructional opportunities.

All 1st -6th Grade Students BBF Quarterly Progress Monitoring.

Owner(s):

Teachers
TSA
ILT

Timeline:

Quarterly

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

CCI Cycle Data

August 2024 Data Review with PLCs to determine optimal progress monitoring tools for the following grade level spans:

Kindergarten

First and Second Grades

Third through 6th Grades

SpEd Team

Expected Progress Monitoring tools to be used by all teachers.

CFU

Common Formative Assessments

CSA/IAB/FIAB/IAB

BBF Diagnostics

This CCI protocol is used with identified Math essential Targets. The protocol is used in each Math chapter.

The PLC protocol includes:

Identification of Essential Math Targets:

Deconstruction of standards into learning targets

Creation of a CSA for the standard

Creation of CFA for each learning target

Established Assessment RTI calendar

Cycles of instruction with RTI

Owner(s):

Teachers
PLC
ILT

Timeline:

Teachers Daily/Weekly
Quarterly

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

iReady and SBAC: This metric is used to provided teacher a data point to inform small group instructional opportunities. Additionally CFA and FIAB data will be utilized to differentiate instruction during RTI.

Owner(s):

Teachers PLC

Timeline:

Trii-annually

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
SBAC Annual Data; This metric is used to set goals in content areas. Additionally, the metric is used to identify trends in low performing math claims.	Teachers PLC	Annually
Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
This metric is used weekly to provide teacher feedback as to instructional focus while planning.	Principal and Vice Principal	Weekly
	Teachers	
	ILT	

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):
<p>Tier 1 - 2:</p> <p>Homan will focus on students in grades K-6 to implement a comprehensive math instructional program with an emphasis on daily targeted and differentiated instruction to ensure all students advance one level and beyond per year in math proficiency. The focus during intervention will be data driven by the PLC's and target students by need and by standard. Additionally, Homan 3rd -6th Grade teachers will be involved in FUSD professional learning focused on Math Lesson Design.(MLD). Homan Students in Grades 1-6 will be taught math fluency using BBF strategy. All students will engage in Homan BBF Progress Monitoring Quarterly .All teachers will use the POD method for reteaching Math targets.</p> <ul style="list-style-type: none">• Use of Common Core Companion/Tools for Teachers for Cognitive planning• Tier 1-2: All students in grades 1-6 will participate in differentiated instruction to target specific math standards by student by need.• Tier 1 and 2 supports will be provided by the classroom teacher, PLC Team , Academic Coach and TSA• Tier 3 supports will be provided in an after school tutorial focused on math fluency and basic math skills to close academic gaps in mathematics by grade level and varied throughout the year to distribute support.• Teachers in Grades 3-6 will utilize Tools For Teachers to build formative assessments and POD's aligned to rigorous grade level standards.• MATH CORE Dis-aggregate CFA/CSA data to identify how the following significant subgroups are progressing(SPED, EL, African American,)• Staff responds to data with next steps and timely intervention based on data analysis.• All students have opportunities for productive struggle and demonstrate perseverance in reasoning and problem solving using Go Deeper/Think Smarter type questions from Go Math or other resources.• Materials including online resources, manipulatives, as well as BBF Math Fluency components and other common core resources, rigorously aligned to Standards• Release time and substitutes for teachers to do peer observations, lesson studies, planning and attend SST/IEP meetings• iReady instruction, assessment and computer time to support Tier 3 students• Teacher and student technology, hardware, and programs, copier, tech repair• Instruction using Go Math Chapters and approved resources for example SWJN Math/Tools for Teachers..• PLC's will utilize an assessment calendar to develop common checks for understanding (Exit Tickets) , CFA, Mid Chapter Assessment and End of Chapter Assessment. and POD's• 1 FTE Instructional Academic Coach : Focus 3-6 Math RTI and PL to teachers• Supplemental Contracts for Teachers to plan for their students' needs and POD/CFA and CSA development• Tier 3 supplemental contracts for supports will be provided in an after school tutorial focused on Math Fluency and basic math skills to close academic gaps in mathematics• Progress monitoring of Math performance and mastery goals by standard by student

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.	Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.
<p><i>All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.</i></p> <p>1. Identify English learner students in Red and all the areas that they are identified in.</p>	<p>Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.</p> <p>1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.</p> <p><i>The English Learner student population is performing at the lowest level in areas of Math.</i></p>

English Learner student population is performing at the lowest level in areas of ELA and Math.

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

With Title I funds we plan to support English learner students by. the Purchase of Materials and Supplies that support CORE Intergrated ELD instruction and RTI, and Designated ELD Instruction.

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

With 7090 or 7091 funds we plan to support English learner students by..Funds will be used to purchase Teaching fellow services to support Designated ELD Instruction and RTI.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

EL resources provided by Wonders used during designated ELD instruction.

Embedded ELD strategies used during Tier 1 and Tier 2 instruction.

Increase use of academic vocabulary and partner talk to practice language acquisition within the classroom setting.

Multiple opportunities to engage in speaking, reading, writing and listening in various academic areas.

- EL Learners will receive instruction during 30 min. block to target Designated Support in Language Proficiency
- Integrated support throughout the instructional day targeted support in Reading Foundational Skills
- EL students will be monitored for reclassification of their EL status based on ELPAC results.
- Goal Setting and Goal setting data chats based on ELPAC results and EL redesignation Goal Setting reports
- ELD Standards
- EL team of Teachers will research Professional Learning on their own and provided PL to staff
- Monies for EL Assessors

- Designated support in developing language proficiency. Integrated language support throughout the instructional day.
- Goal Setting and Data Chats based on ELPAC results and EL Redesignation Goal Setting Reports
- Extra support with hands on concept building partner and group work will be provided as needed
- Integrated support throughout the instructional day
- Goal Setting and Goal Setting Data chats based on ELPAC results and EL redesignation Goal Setting reports
- EL team of Teachers and TSA will research Professional Learning on their own and provide PL to staff
- Extra support work with hands on concept building, partner and group work will be provided as needed
- Materials and Supplies for EL students

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

With Title I funds we plan to support English Learners. by purchasing materials and supplies that support rigorous instruction.

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

With 7090 or 7091 funds we plan to support English Language Learners by funding Teaching Fellows to support RTI..

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

Teachers will intentionally identify baseline levels of African American, EL and Students with Disabilities Based on the Data Dashboard, the Students with Disabilities population is performing below other groups of students. Cognitive planning will be utilized for targeted instructions based assessed need. Teachers will use the digital components of Go Math and Fluency, that align to the weekly core Standards to build connections from CORE content instruction to RTI.

Teachers will progress monitor learning around the students with disabilities sub group to ensure timely intervention to learning needs.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0225 Homan Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Reading Intervention - Split Fund with 7091 & 7090	5,658.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	Kinder Para 3.5	16,175.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Reading Intervention - Split Fund with 7091 & 3010	39,175.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Subs for Admin	3,585.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	7,356.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	13,995.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Reading Intervention - Split funded with Unit 7090 & 3010	15,335.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Books and reference materials	5,000.00
G1A2	Sup & Conc	Instruction	Travel			Travel/PL/Conference	12,658.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Tech Repair	1,000.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs for Planning	10,751.00
G1A3	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	63,560.00
G1A3	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	20,000.00

\$214,248.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	82 %	82 %	2023-2024	90.1 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Homan students engage in school-based activities through participation in sports, music, clubs and family events. All available elementary sports' teams are fielded. School-wide tracking for sports and clubs allow for a number of participating students to be captured and entered on a regular basis. A criteria for student participation was created in the Homan Handbook which has resulted in students having increased opportunities. Parent communication regarding real-world learning has increased.

2

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

After an analysis of the data, findings are stated as:

All parent communication needs to be provided in Spanish and English

Continued use of the HSL to communicate with parents of identified disproportionate student groups to ensure proper communication of all details.

Some participation in Real World learning experiences requires parent permission. Some parents express reluctance to allow their child to attend Real-World learning experiences.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

The intended outcomes for student participation in Real-World experiences were met based on the use of the criteria created and applied from the Homan Handbook. The HSL was effectively used by most teachers to communicate to parents and ensure equitable and widespread engagement in activities.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Expose all Homan students to Real-World learning experiences by offering multiple opportunities to participate in sports, music, clubs and Real-World learning experiences throughout the 2024-2025 school year. We will continue to provide Real-World learning experiences, additionally Homan will intentionally apply the use of Real-World connections during instruction and building opportunities to connect students' on-site leadership activities to real world applications.

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

<div>1 SSC - (Teacher/Staff, Parents , and Secondary Students).</div> <div>SSC needs assessment and feedback: 2/13/24</div> <div>SSC feedback: continue with academic plan described in current SPSA with an increase in reading intervention for students in grades 4-6</div> <div>Social Emotional services for students</div> <div>HSL</div>	<div>2 ELAC:</div> <div>ELAC needs assessment and feedback: 2/16/24</div> <div>ELAC feedback: continue with academic plan described in the SPSA</div> <div>Social Emotional services for students</div> <div>Increase family engagement opportunities</div> <div>Increase reading intervention for 4-6 students</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div>Staff needs assessment: 3/12/24 and 3/14/24</div> <div>Continue with the academic plan described in the SPSA</div> <div>Social Emotional services for students</div> <div>Increase reading interventions for students in grades 4-6</div> <div>RCA</div> <div>HSL</div>
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Action 1

Title: Student Involved in sports, music and clubs

Action Details:

Homan will foster a sense of belonging through greater participation in school life through engagement activities. Homan will increase real-world learning experiences throughout the year by students engaging in clubs, athletic teams, co-curricular activities, visual and performing arts activities, and class sponsored activities. Homan Elementary School will provide an inclusive school climate, focused on building relationships and promoting increased participation with attention given to reducing disproportionality in engagement opportunities. Homan will engage in a Cycle of Continuous improvement, collecting and analyzing data, identifying students from sub groups who will benefit from building school connections. Specific subgroups of focus for involvement will be SWD and AA students.

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

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

Student Engagement Entry will increase and be tracked by sub group information to decrease disproportionality between students

Owner(s):

Teachers
PLC
TSA
CCT/ILT

Timeline:

Quarterly

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

Student engagement Participation Rates: Quarterly review of report of percentage of students engaged as well as review of the report that lists students who are not engaged in an activity.

Owner(s):

Teachers

TSA

CCT/ILT

Timeline:

Quarterly

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

Data from Homan Student tracking and participation form

Owner(s):

Teachers

TSA

Vice Principal

CCT/ILT

Timeline:

Annually

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

- Seek staff interest in club opportunities for students
- Assemblies and outside vendors will be contracted to provide activities
- Supplies/food for family events, security
- HSL to support communication with student and parent
- Social Emotional Services
- Graphics/Materials and Supplies
- RCA
- Supplemental Contracts
- Campus branding/beautification
- Incentives

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

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

With Title I funds we plan to support SEL for EL students.

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

With 7090 or 7091 funds we plan to support EL students with incentives, materials and supplies.

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

Encourage culturally relevant clubs and activities to build shared knowledge and engage English Learners

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The English Learner and Students with Disabilities student populations are performing at the lowest level in areas of English Language Arts.

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

With Title I funds we plan to support the English Learners and Students with Disabilities subgroups by: The

Teachers will recruit and monitor participation of EL sub groups of students	<p><i>Purchase of Materials and Supplies that support CORE Tier 1 instruction and RTI, Tiers 2-3 instructional intervention.</i></p> <p>3. Using 7090/7091 funds only: What are the planned expenses to support this student group?</p> <p><i>With 7090 or 7091 funds we plan to support the English Language Learners and Students with Disabilities subgroups by: Funds will be used to purchase Teaching fellow services to support Tiers 1-2-3 Instruction and RTI.</i></p> <p>4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA</p>
	<p>Teachers will recruit and monitor participation of African American Learners and SWD subgroups.</p> <p>Kindergarten students have the lowest participation rate due to non-participation in sports. We will provide assemblies at an earlier time to enhance participation. Increase field trip opportunities.</p> <p>Progress Monitoring will take place to focus on African American and Students with Disabilities subgroup.</p> <p>The HSL and TSA will be utilized for progress monitoring for African American and Students with Disability participation.</p>

Action 2

Title: Exposure to Career Technical Education

Action Details:

1. Homan will provide opportunities for students to gain knowledge in career and technical training as well as establish competencies needed in the workplace through participation in FUSD field trips, assemblies and guest speakers.

2. Homan will promote competencies for workplace success by implementing a multitiered system of supports that focuses on Meaningful Work, Growth Mindset and Self Efficacy.

3. Homan will develop students' character and workplace competencies through Character Counts Monthly Recognition.

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Review of Student Attendance Participation

Owner(s):

Teachers
PLC
HSL
TSA
Vice Principal
CCT/ILT

Timeline:

Quarterly

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

Site Participation Report: Report will be reviewed for students who did not attend and the reason provided.

Owner(s):

Teachers

TSA

Vice Principal

CCT/ILT

Timeline:

Quarterly

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

- FUSD Career Education Field Trips
- Use of SEL instruction daily using Second Step/Morning Meetings/Class Meetings/Wheel of Choice
- Meaningful work opportunities
- Character Counts
- Fun Works
- Growth Mindset and Self Efficacy Instruction
- Social Emotional supports and/or RCA social groups
- Extra Pay Contracts for coordinators

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

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

With Title I funds we plan to support by providing SEL supports for EL students.

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

With 7090 or 7091 funds we plan to support (by providing incentives/Fun Works and other materials and supplies.

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

Site communication will be culturally relevant and support EL student involvement.

Teachers will recruit and monitor participation of EL sub groups of students.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The English Learner and Students with Disabilities student populations are performing at the lowest level in areas of English Language Arts.

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

With Title I funds we plan to support the English Learners and Students with Disabilities subgroups by: The Purchase of Materials and Supplies that support CORE Tier 1 instruction and RTI, Tiers 2-3 instructional intervention.

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

With 7090 or 7091 funds we plan to support the English Language Learners and Students with Disabilities subgroups by: Funds will be used to purchase Teaching fellow services to support Tiers 1-2-3 Instruction and RTI.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

Students with Disabilities are affected due to chronic absenteeism. Enhanced services will include the HSL will contact parents at targeted grade levels and message opportunities for students.

Teachers will recruit and monitor English Learner and SWD sub groups of students.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0225 Homan Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies Goal 2	5,000.00

\$5,000.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		35 %	2023-2024	24.4 %
Suspension Rate - Semester 1	✓	1 %	1.8 %	2023-2024	0.47 %
Suspension Rate - Semester 1 (African American)	✓		0 %	2023-2024	0 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism and Suspension Rate Homan serves many students who are affected by trauma including homeless and foster youth. Homan Family Foundations counselor, RCA and Regional CWAS have worked to support many of the students and their diverse needs. This year Homan had several students in the Students with Disabilities subgroup with medical and emotional needs. Other agencies were involved in the support of the students, but the referral process and counseling needs resulted in missed days of instruction. There were 0 student suspensions from the SWD subgroup. This may be due to the increase in focus on Tiered Response Systems, attendance, coordination of office staff, PL provided to teachers, and Principal messaging to families.

2

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

Chronic Absenteeism(StudentswithDisabilities) Due to the lingering effects of quarantine and isolation protocols in past years, students missed instruction at higher rates than prior non-Covid years.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Attendance: The major changes between the intended and the actual implementation was the use of the RCA in support of increasing relationships and positive behavior in Tier 2 students.

The RCA has not received the needed training to organize student groups to engage students in positive coping skill use.

Additionally, the RCA had to focus efforts and services on 3 students due to Tier 3 behavior and referrals to the ISET process.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Families will receive a handbook that is updated with attendance information including purpose, incentives and recognition. Professional learning and implementation of attendance Tier 1 supports, professional learning focus on GVC, Second Step as well as professional learning on implementation of Levels of Behavior and strategies will be provided to all teachers in Aug. 2024. Teachers will continue to develop efficacy in the area of Cultural Proficiency through professional learning on Culturally Proficient Practices, Multilingual Experiences and Social Action increasing recruitment and retention of our staff to reflect the diversity of our Homan community by creating a safe and inclusive climate that promotes relationships, collaboration, diversity and our values. Additional changes will include the use of the HSL in managing cycles of parent contact and planning with families. The HSL will also deliver family learning around attendance and positive behavior supports through family engagement learning opportunities.

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

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div>SSC needs assessment and feedback: 2/13/24 SSC feedback: continue with academic plan described in current SPSA with an increase in reading intervention for students in grades 4-6 Social Emotional services for students HSL</div>	<div>2 ELAC:</div> <div>ELAC needs assessment and feedback: 2/16/24 ELAC feedback: continue with academic plan described in the SPSA Social Emotional services for students Increase family engagement opportunities Increase reading intervention for 4-6 students</div>	<div>3 Staff - (Credentialled Staff, Classified Staff, and Administrators):</div> <div>Staff needs assessment: 3/12/24 and 3/14/24 Continue with the academic plan described in the SPSA Social Emotional services for students Increase reading interventions for students in grades 4-6 RCA HSL</div>
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Action 1

Title: Attendance

Action Details:

Homan Elementary will support students in being on target to graduate by reducing the amount of chronic absenteeism while increasing overall site ADA.

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Attendance Data:	Teachers	Weekly
ATLAS	Regional CWAS	Quarterly
California Data Dashboard	HSL	Annually
	CCT/ILT	
	TSA	

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):
Implement attendance incentive program for students through the coordination of the teachers and TSA
Implement attendance incentive program for students and parents through the guidance of the Home School Liaison with support from the Regional CWAS.
Implementation of Homan Tiered system of supports under MTSS guidelines.
Teachers will implement attendance initiative in conjunction with Homan Attendance 3 tiers of Response.
Implement a daily, weekly, monthly and quarterly recognition program for improved attendance.
FUSD Saturday Academy
Hold SST meetings for students with academic, behavior, and attendance concerns.
Graphics/ materials and supplies and Homan Handbook focused on attendance.
Subs for release time teachers to meet regarding the Tiered System of supports.
Resource Counseling Assistant
Social Worker
Utilize Family Engagement Hour by the HSL to communicate regarding attendance, local mileage as needed.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.	Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.
1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in. <i>English Learner student population is performing at the lowest level in areas of ELA and Math.</i>	Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.
2. Using Title I funds Only: What are the planned expenses to support this student group? <i>With Title I funds we plan to support EL students by funding a school social worker.</i>	1. Identify the student group (list only one at a time) in red and all the areas they are identified in. <i>The African American student population is performing at the lowest level in areas of Attendance and Suspension Rate in Goal 3.</i>
3. Using 7090/7091 funds only: What are the planned expenses to support this student group? <i>With 7090 or 7091 funds we plan to support EL students by funding an RCA.</i>	2. Using Title I funds Only: What are the planned expenses to support this student group? <i>With Title I funds we plan to support African American Students by funding a social worker to work with chronic absenteeism.</i>
4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA	3. Using 7090/7091 funds only: What are the planned expenses to support this student group? <i>With 7090 or 7091 funds we plan to support African American student population by funding a RCA.</i>
All communication will be translated by HSL to allow access to information.	4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA
All ELL students, African American students and SWD with chronic absenteeism will be supported by the teacher	

and Home School Liaison.

Regional CWAS Intervention Specialist will directly work with identified students on :
Particular focus will be on SWD, EL and African American student populations.
Communication to parents - HSL mileage/extra time
Incentives
Daily check in with students to connect their attendance to increased student learning.
A social worker will be hired, and the RCA will receive training on how to support families and students.

Action 2

Title: Positive Behavior Support

Action Details:

Homan Elementary will implement agreed upon levels of misbehavior and response strategies, a character building program and provide social emotional support to reduce incidents of misbehavior that result in suspension and enhance campus safety for all stakeholders.

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

Explain the Progress Monitoring and data used for this Action

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

Quarterly Student Referral Data
ATLAS Student Behavior
Power BI Student Group Behavior

Owner(s):

Teachers
Culture Climate Team
HSL

Timeline:

Quarterly

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

CCT will review:
Suspension Data
Recommendations for service will be directed to RCA and Social Worker

Owner(s):

Teachers
Culture Climate Team

Timeline:

Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
CCT will review:	Teachers	Weekly
Suspension Reports	Vice Principal	Quarterly
ATLAS	Principal	Annually
California Data Dashboard Report		

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):
<ul style="list-style-type: none">• Character building groups with RCA, Regional CWA (Girl Power), and counseling service from Family Foundations Grant• RCA will be used strategically for students displaying Tier 2-3 Behaviors on a consistent basis.• RCA will implement Student Groups focused on de-escalation strategies.• Social Worker will provide counseling to identified students. and families• Homan Guideline for Success will be used daily.• Second Step will be taught in every grade level weekly.• Classroom Meetings will be held daily.• Mandatory bullying lessons will be implemented.• Classroom Management Plan including student targeted incentive plan.• Incentives and school wide implementation: Homan Lines, Blue Homan Hawk week raffle, monthly raffle, Characteristic Counts, monthly event with Fun works• Materials and supplies will be purchased to support the Positive Behavior Support System at Homan. For example: Fun works contracts, incentives and rewards, Super Hawk Raffle, FUSD Graphics and Character Counts activities• Utilize Family Engagement Hour by the HSL to communicate regarding PBS structures.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.	Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.
<p>1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.</p> <p><i>English Learner student population is performing at the lowest level in areas of ELA and Math.</i></p> <p>2. Using Title I funds Only: What are the planned expenses to support this student group?</p> <p><i>With Title I funds we plan to support EL students by funding a school social worker.</i></p> <p>3. Using 7090/7091 funds only: What are the planned expenses to support this student group?</p> <p><i>With 7090 or 7091 funds we plan to support EL students by funding an RCA.</i></p> <p>4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA</p> <p>RCA will meet with EL students to explain positive behavior support system and target Character Counts</p>	<p>1. Identify the student group (list only one at a time) in red and all the areas they are identified in.</p> <p><i>The African American student population is performing at the lowest level in areas of Attendance and Suspension Rate in Goal 3.</i></p> <p>2. Using Title I funds Only: What are the planned expenses to support this student group?</p> <p><i>With Title I funds we plan to support African American Students by funding a social worker to work with chronic absenteeism.</i></p> <p>3. Using 7090/7091 funds only: What are the planned expenses to support this student group?</p> <p><i>With 7090 or 7091 funds we plan to support African American student population by funding a RCA.</i></p> <p>4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA</p>

Incentives

1. Culture and Climate team will review suspensions and office referrals to discover root causes and develop supports and interventions based on who, what, where and when the misbehaviors are occurring.
2. COSST (Collaboration of Supports and Services Team)
3. Student Success Team (VP, RSP teacher, psychologist, classroom teacher, parents) will meet based on COSST referrals of students who meet the Tier 2-3 criteria for services and supports from RCA, psychologist and key staff support.
4. Culture and Climate Team will analyze student culture and climate surveys Responses to determine opportunities to target key social/emotional constructs (growth mindset, self-efficacy, self-awareness and self-management) Supplemental contracts to be provided as needed.
5. Meaningful jobs/work
6. All actions will specifically focus on African American and SWD groups.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0225 Homan Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Attendance & Social Work Service	Local Mileage			HSL Mileage	300.00
G3A2	Title 1 Basic	Instruction	Mat & Supp			: School Social Worker Benefits .40 FTE	17,049.00
G3A2	Title 1 Basic	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.4000	0.4 Social Worker	42,231.00
G3A2	Sup & Conc	Instruction	Direct-Graph			Graphics	1,000.00
G3A2	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Fun Works	5,000.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	RCA	20,758.00

\$86,338.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	92.23 %	85.3 %	2023-2024	92.4 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

All actions to engage student, families and staff were completed. Favorable results on climate culture surveys by students, families and staff, were a result of full implementation of the SPSA plan.

Additionally, the actions identified by the Homan Climate Culture team, were implemented to improve student engagement and staff engagement.

Homan's Social Committee worked diligently with the CCT to expand cultural building events to families, students and teachers.

2

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

There are no identified resource inequities or other factors that contribute to disproportionality.

PL will continue to build teacher's knowledge of evidence of successful mastery of rigorous standards instruction.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

For the 2024 academic year there were no identified major differences between intended and actual implementation of actions and budget expenditures.

Funds will be used strategically to engage staff, families and students in experiences to build knowledge around the survey metrics and questions.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Changes that will be made for the 2024-2025 academic year to achieve this goal are: Increased involvement in staff team building activities Increased opportunities for staff voice through ILT and CCT.

Homan ILT will start the development of Professional Learning for all staff in August 2024. Professional Learning will focus on Staff Commitments aligned to the PLC process and rubric. Additionally, the ILT will create and deliver

Professional Learning to all staff focused on high leverage actions aligned to the 4 guiding questions of a PLC and products aligned to the 4 questions. All Agendas for ILT will be shared with staff, so there is shared knowledge as to academic discussions, decisions and actions to implement. Homan ILT will attend Solution Tree PLC Conference in September 2024. Professional Learning opportunities for staff will be identified by ILT with a goal of developing shared knowledge, understand and expectations. ILT will share Quarterly data reviews around BBF/FIAB's and Essential Standards data. Internal Surveys will be used to monitor effectiveness of shared decision making, actionable instructional feedback and staff sense of belonging.

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

<div>1 SSC - (Teacher/Staff, Parents , and Secondary Students).</div> <div>SSC needs assessment and feedback: 2/13/24 SSC feedback: continue with academic plan described in current SPSA with an increase in reading intervention for students in grades 4-6 Social Emotional services for students HSL</div>	<div>2 ELAC:</div> <div>ELAC needs assessment and feedback: 2/16/24 ELAC feedback: continue with academic plan described in the SPSA Social Emotional services for students Increase family engagement opportunities Increase reading intervention for 4-6 students</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div>Staff needs assessment: 3/12/24 and 3/14/24 Continue with the academic plan described in the SPSA Social Emotional services for students Increase reading interventions for students in grades 4-6 RCA HSL</div>
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Action 1

Title: Staff Engagement

Action Details:

Homan will create a safe environment that promotes staff engagement and valises diversity.

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

Explain the Progress Monitoring and data used for this Action

<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p>		Owner(s):	Timeline:
<p>FUSD Staff Survey</p> <ul style="list-style-type: none">• ILT and CCT teams will include staff voice in decision making• Professional learning opportunities to help build teacher capacity• "Teacher/Staff of the Month" both teachers and classified staff will choose a member to highlight each month. Their picture will be taken and posted and they will receive a banner to hang in their classroom/workspace. The following month they will choose the next person.• Contracts for staff support committees• August Staff Opening of School Challenge• Quarterly treat and email thread of staff Quarterly Celebrations and shout outs• Sunshine club to organize monthly activities such as potlucks, paint night, game night, etc.• Special Days to focus on Staff, i.e. Red Ribbon Week/Winter Break Dress Up/Read Across America/Social Emotional Learning Celebration• May Staff Appreciation and Day of the Teacher Celebration• Family Foundations to provide professional learning to support staff mental health• Staff appreciation meals and activities• Incentives including t-shirts, sweatshirts, and materials/supplies• "Check Ins" with staff members• Contracts for team building		<p>Principal</p> <p>Vice Principal</p> <p>Social Committee</p>	<p>Winter 2023</p>
<p>Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):</p>			
<ul style="list-style-type: none">• Student Academics: Teacher at Homan will be administered a survey in Spring 2024 to identify any additional resources or materials and supplies they will need to support student learning.• Student Centered and Real-World Learning: Teacher at Homan, will be administered a survey in Spring 2024 to identify any additional resources or materials and supplies they will need to support student learning in relation to student centered real- world contexts.• Student Engagement: Teacher at Homan will be administered a survey in Spring 2024 to identify any additional resources or materials and supplies they will need to support student learning in relation to student engagement in the learning environment.• The Homan Climate Culture Team and ILT will review survey results and make recommendations for any resources, professional learning and supports to staff and students.• Homan Social Committee will continue building staff culture through birthday recognitions and staff bonding opportunities.			
<p>Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.</p>		<p>Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.</p>	
<ul style="list-style-type: none">• Analysis and Review of ELPAC data and aligned student supports• PL focused on integrated ELD using core		<p>Semester Data Review and Progress Monitoring of Students</p> <p>Identify action steps/ instructional supports as a result of data review</p>	

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0225 Homan Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies for Goal 2	5,000.00

\$5,000.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	94.11 %	87.7 %	2023-2024	95 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site defined current reality: Family engagement events were implemented and well-attended in the Fall through current. SSC and ELAC have been better attended in comparison to the previous school year. In addition, we have offered five modules of Family Engagement through Parent University.

Climate Culture Parent Survey- 87.7% percent favorable in family engagement domain

Jogathon and Family Fun Night were planned for the 2023-24 school year but were not carried out due to heat related restrictions at the time they were planned. The remaining events were successfully carried out or are currently in progress as we head into the remainder of the year.

2

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

Family Goal - Heat-related issues were barriers for two family events in the beginning of the year.

Parent Survey- 87.7% favorable in family engagement domain

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

During the 2023-24 school year, we were unable to host two planned and budgeted events. Any expenditures that were set aside for these events were transferred to materials and supplies for classroom instruction.

HSL and AC presented five modules of Family Engagement through Parent University. These modules were in addition to the planned family engagement activities through SPSA.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

During the 2024-25 school year, increase two way communication and engagement opportunities for families. We will host seven family events.

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

<div>1 SSC - (Teacher/Staff, Parents , and Secondary Students).</div> <div>SSC needs assessment and feedback: 2/13/24</div> <div>SSC feedback: continue with academic plan described in current SPSA with an increase in reading intervention for students in grades 4-6</div> <div>Social Emotional services for students</div> <div>HSL</div> <div>Continue the current parent engagement opportunities with revisions due to heat in the Fall</div>	<div>2 ELAC:</div> <div>ELAC needs assessment and feedback: 2/16/24</div> <div>ELAC feedback: continue with academic plan described in the SPSA</div> <div>Social Emotional services for students</div> <div>Increase family engagement opportunities</div> <div>Increase reading intervention for 4-6 students</div> <div>Attendees requested for the Christmas program, Pastries with Parents and Spring Music Concert to resume</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div>Staff needs assessment: 3/12/24 and 3/14/24</div> <div>Continue with the academic plan described in the SPSA</div> <div>Social Emotional services for students</div> <div>Increase reading interventions for students in grades 4-6</div> <div>RCA</div> <div>HSL</div> <div>Staff supports the current parent opportunities for engagement</div>
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Action 1

Title: Family Engagement

Action Details:

Homan will increase two way communication and engagement opportunities for families. We will host six family events.

- Back to School Night/Annual Backpack Event
- Open House
- Awards' Ceremonies
- Christmas Program
- Spring Music Program
- Goodies with Guardians (formerly Pastries with Parents)
- 6th Grade Promotion

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

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

Planning Documents/event committees
Master Calendar
Spending of budgeted funds

Owner(s):

Admin/TSA/AC
HSL
Committee members (staff)
Parent volunteers

Timeline:

- Committees to be determined at the beginning of the 2024-25 school year
- Events to be placed on the master calendar by the end of the 2024-25 school year
- Committees to meet six weeks prior to each event
- Allocated funds to be spent by April, 2025

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

- SSC/ELAC to provide input
- Materials and supplies
- Supplemental contracts for committee members/staff
- Contract for Funworksand vendors
- Photo services
- Contracts for translators
- Incentives
- Mileage for staff/HSL to support involvement
- Family Engagement Hour/Parent University Modules by the HSL

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Flyers/posters/communications to be translated by HSL. Translators available during planning meetings and events. Babysitting offered and parent participation encouraged.
Staff will recruit and encourage participation of families of our AA and SWD groups of students.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Events to be low cost or no cost with the exception of vendor items.
Staff will recruit and encourage participation of families of African American and SWD sub groups of students.

Action 2

Title: Parent Involvement

Action Details:

Promote, solicit and retain parents for SSC and ELAC.

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

Explain the Progress Monitoring and data used for this Action

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

Attendance sign ins for each meeting SSC/ELAC

Parent contact data from HSL (promoting and retaining)

Climate Culture Parent Survey

Utilize Family Engagement Hour by the HSL to communicate regarding attendance

Owner(s):

Admin

HSL

Parent University

Timeline:

Promoting and soliciting parents for SSC and ELAC by the end of the 2023-24 school year. HSL to reach out to at least 20 new parents per month throughout the 2024-25 school year specifically focusing on our African American and SWD subgroups.

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

- Student academics/student centered: Parents to become more actively involved in their students' education. This will enable them to give input during shared decision making that will reflect the diverse needs of our student population. Parents will be better equipped to support their student.
- Student engagement: As parents become more engaged, they will be more likely to support the engagement of their student.
- Resources Needed: Supplies for promoting/communicating events, incentives such as food, clothing, and other materials and supplies. Supplemental contracts for staff for translating and babysitting. Technology will also be needed to ensure parents are able to participate.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Input from parents at SSC, ELAC meetings and Parent Engagement meetings.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Parent voices valued and their input being strongly considered during site based decision making in ELAC and SSC.

Food and babysitting to be provided for meetings.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0225 Homan Elementary (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials/Supplies for parent engagement - No Food, No Incentives	1,992.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Interpreters for Parent Meetings	1,970.00
G5A2	LCFF: EL	Parent Participation	Oth Cls-Supp			Parent Participation/Babysitting	656.00

\$4,618.00

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0225 Homan Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Reading Intervention - Split Fund with 7091 & 7090	5,658.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	Kinder Para 3.5	16,175.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Reading Intervention - Split Fund with 7091 & 3010	39,175.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Subs for Admin	3,585.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	7,356.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	13,995.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Reading Intervention - Split funded with Unit 7090 & 3010	15,335.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Books and reference materials	5,000.00
G1A2	Sup & Conc	Instruction	Travel			Travel/PL/Conference	12,658.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Tech Repair	1,000.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs for Planning	10,751.00
G1A3	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	63,560.00
G1A3	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	20,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies Goal 2	5,000.00
G3A1	Title 1 Basic	Attendance & Social Work Services	Local Mileage			HSL Mileage	300.00
G3A2	Title 1 Basic	Instruction	Mat & Supp			: School Social Worker Benefits .40 FTE	17,049.00
G3A2	Title 1 Basic	Attendance & Social Work Services	Crt Pupl-Reg	Social Worker, School	0.4000	0.4 Social Worker	42,231.00
G3A2	Sup & Conc	Instruction	Direct-Graph			Graphics	1,000.00
G3A2	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Fun Works	5,000.00
G3A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	RCA	20,758.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies for Goal 2	5,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials/Supplies for parent engagement - No Food, No Incentives	1,992.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Interpreters for Parent Meetings	1,970.00
G5A2	LCFF: EL	Parent Participation	Oth Cls-Supp			Parent Participation/Babysitting	656.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$67,230.00
Sup & Conc	7090	\$208,662.00
LCFF: EL	7091	\$39,312.00
Grand Total		\$315,204.00

\$315,204.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$214,248.00
G2 - Expand student-centered and real-world learning experiences	\$5,000.00
G3 - Increase student engagement in their school and community	\$86,338.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$5,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$4,618.00
Grand Total	\$315,204.00