

Thomas Elementary

10621666006068

Principal's Name: Matt Phanco

Principal's Signature:

A handwritten signature in blue ink, appearing to read 'Matt Phanco', with a large, stylized loop at the end.

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.

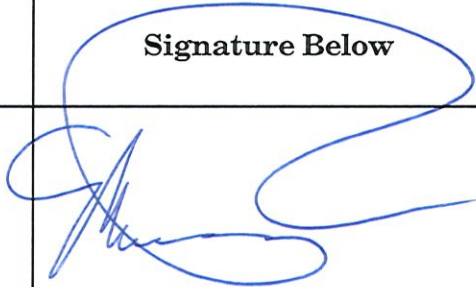

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Matt Phanco	X				
2. Chairperson – Joe Campos				X	
3. Secretary – Leslie Godia		X			
4. Malee Xiong		X			
5. Anita Lee		X			
6. Fidelina Orozco			X		
7. Lucy Granados				X	
8. Maricela Martinez				X	
9. Nora Jardon				X	
10.					
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: Thomas 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	Matt Phanco		April 16, 2024
SSC Chairperson	Joe Campos		April 16, 2024

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

Thomas - 0450

ON-SITE ALLOCATION

3010	Title I	\$101,925 *
7090	LCFF Supplemental & Concentration	\$318,859
7091	LCFF for English Learners	\$46,656

TOTAL 2024/25 ON-SITE ALLOCATION

\$467,440

* 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	\$3,020
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Remaining Title I funds are at the discretion of the School Site Council	\$98,905
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Total Title I Allocation	<u>\$101,925</u>
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Thomas 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
ELPI - percentage of students who improved at least one ELPI level (English Learner)	✓		26.9 %	2023-2024	37 %
SBAC ELA - Average distance from standard	✓	0 pts	-82.4 pts	2023-2024	-67.4 pts
SBAC ELA - Average distance from standard (African American)	✓		-106.6 pts	2023-2024	-91.6 pts
SBAC ELA - Average distance from standard (English Learner)	✓		-111.9 pts	2023-2024	-96.9 pts
SBAC ELA - Average distance from standard (Hispanic)	✓		-86.3 pts	2023-2024	-71.3 pts
SBAC ELA - Average distance from standard (Socioeconomically Disadvantaged)	✓		-86.9 pts	2023-2024	-71.9 pts
SBAC ELA - Average distance from standard (White)	✓		-82.7 pts	2023-2024	-67.7 pts
SBAC ELA - percentage of students met/exceeded standard	✓	30 %	19.5 %	2023-2024	30 %
SBAC Math - Average distance from standard	✓	0 pts	-87.2 pts	2023-2024	-77.2 pts
SBAC Math - Average distance from standard (English Learner)	✓		-99 pts	2023-2024	-84 pts
SBAC Math - percentage of students met/exceeded standard	✓	24 %	16.5 %	2023-2024	26.6 %

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.

ELA Proficiency

The following key factors contributed to our ELA outcomes:

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

We were unable to do a deep dive by claim and target in ELA/MATH as the data released by the State did not provide this data for 2022-23 school year. However, we were able to identify that inequalities exist in the follow subgroups utilizing SBAC and iReady data D1 & D2.

Resource Inequities & Key Factors:

- Grade level PLC Common Assessments & Planning
- Professional Learning in ELA for TK-1st grades that support our Hoover Regional Plan of reading by 1st grade. Utilizing Literacy Walks and professional learning around Phonemic Awareness, Phonics and Small group instruction.
- Grade level planning days allowing deeper dives into standards, ELA scope & sequence, alignment with SBAC Claims and targets and GVC.
- Designated RTI in ELA
- Instructional Coach support for Grade level planning and PLC work
- Partnering with ELA department to provide professional learning using Doug Fisher's book "Teaching Reading"
- 3rd-6th grade use of IABs/FIABs to identify student readiness for SBAC

- PLCs use of Common Formative Assessments given a minimum after each unit of study or cycle of inquiry
- Partnership with A4 tutoring to support our African American students with reading.
- Tier 2 reading intervention for identified students - 1st-6th
- After School supports - Extended learning
- Distance from Standard goal is to increase by 10 points for all students and 15 points for all student groups.

Math Proficiency

The following key factors contributed to our MATH outcomes:

- Grade level PLCs planning assessment, instruction and intervention
- Aligning work to standards and math scope & sequence using MLD (3rd-6th)
- MLD professional learning in grades 3rd-6th with cycles of coteaching
- iReady Standards Mastery utilized 3rd-6th
- Professional Learning - Conceptual vs. Procedural understanding
- Common formative assessments given a minimum after each unit of study or cycle of inquiry
- Distance from Standard goal is to increase by 10 points for all students and 15 points for all student groups.

1. We did not fund any professional learning to address our English Language Learners or Long-term ELLs
2. While we are partnering with A4 to support African-American students in reading. We do not have any support for mathematics
3. Additionally our staff would benefit from additional training in supporting students with disabilities in ELA and Math.

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).

We were able to fund and implement actions that we identified. However, our SPSA subcommittee noted that our 2nd language learners are struggling with accessing the core content and that our staff would benefit from additional training in supporting our ELLs and LTELs

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.

Professional development will be added to our professional learning calendar to support our ELLs and LTELs. We have added an action for ELL redesignation to address this inequality. We have also expanded our partnership with

A4 to add math to our summer and winter sessions. Additional partnerships will be made through our Community Schools Grant and Advisory Committee to address the 4 pillars that support all 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><ul style="list-style-type: none">Reviewed current 2023-2 schoolwide data iReady D1/D2 and SBAC DataReviewed ELL redesignation dataReviewed current budget and moved monies in object lines to best support student achievement and meet schoolwide needs.Identified possible expenditures that align with goals and actionsExtended learning opportunities</div>	<div>2 ELAC:</div> <div><ul style="list-style-type: none">Tutoring opportunitiesExtented learningEL Learning ProgramsParent resouces & trainin</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div><ul style="list-style-type: none">Training for staff to support ELLs and LTELsPhonemic awarenes and phonics trainingPlanning daysLeveled libraries</div>
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Action 1

Title: ELA

Action Details:

Thomas Elementary will implement a comprehensive language arts program with a three tiered approach to improve foundational reading, writing, listening/speaking skills utilizing comprehension and complex text. Professional Learning Communities will analyze Common Formative Assessments to measure student demonstration of mastery of standards and determine appropriate intervention and enrichment. The school will utilize iReady ELA and Wonderworks intervention materials, along with the Wonders curriculum, to provide differentiated reading intervention in reading Foundational Skills and comprehension strategies. Our school Instructional Coach will support grade levels and individual teachers using cycles of inquiry to build collective teacher efficacy. RCA and Mentors will support students with academics, behavior, and social emotional needs. Site professional learning will be driven by the results of data aligned with a focus on effective tier 1 instruction. ILT will continue to address and find ways to support and build staff and student capacity in our four areas of focus for equity, diversity, and inclusion. Tk- 1st grade will continue to follow our Hoover Regional Literacy Plan to support our Reading by 1st grade initiative.

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

- Common Formative Assessments (TK - 6th)
- iReady (K-6th)
- SBAC (3rd-6th)
- ELPAC
- Student group data - Data Dashboard
- Power BI

Owner(s):

- Classroom Teacher
- PLC grade-level teams
- Instructional Leadership Team
- Instructional Coach
- TST
- Home School Liaison
- Administration Team

Timeline:

- SBAC - determine baseline; Quarter 1
- ELPAC - identify students; Quarter 1
- CFAs - One per unit minimum (K-6th)
- Following iReady
- 3rd-6th FIAB & IABs
- TK-K - Following the FSAT

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

Thomas will maximize its use of financial and human resources to address this action through the following:

TIER 1 -

- Regular Professional Learning Grade-Level Meetings utilizing the 5 guiding questions in PLC+ to guide work and design lesson progressions and intentions for clarity.
 - PLC grade-level teams will plan instruction on tier 1 good first teachings, what supports and resources they will put in place for tier 2 through small group instruction, along with planning side by side with SPED teachers to support students receiving SPED services
- Utilize our site Instructional Leadership Team to create and maintain academic focus.
 - Our ILT team will include a representative from K-6th grades
 - The team will meet monthly to support the site, region, and district's instructional goal of all students meeting one year or more of growth.
- Release time will be made available for Peer Observations. Grade level teams will tighten their work by observing each other to assist their alignment of work.
 - When PLC grade-level teams or individual teachers have release time they will be planning and gathering ideas to support students in all three tiers of instruction
- Common Formative Assessments will be utilized frequently to identify student progress towards meeting/exceeding standards
 - Once data is collected and analyzed by the teacher and PLC grade-level team, they will determine next steps on how to support all students through the tiered levels of support
- Supplemental supports utilized to support all student groups
 - Using scaffolds as needed for specific students that might need it
 - After school tutoring will work with lead teachers on what specific supports these students will need

TIER 2 -

- Create a Tiered level of support to support all Grade-Levels.
 - The tiered level of support will consist of tools/resources to support students at different levels of tiered instruction
- Tier 2 and 3 interventions
 - Tier 2: Grade level teams will identify RTI time along with materials such as the Tiered Intervention books to support struggling students
 - Tier 3: The SPED team will work closely with general education teachers to support the instruction these students need to meet their IEP goals through the general ed classroom
- After-school tutoring
 - Will be aligned to good first teaching (Tier 1) Tier 2 instruction will support students needing additional support in ELA/Math
- Supplemental supports utilized to support all students
- Paraprofessionals and support staff will be utilized to support Tiered levels of support
- African American Academic Acceleration, A4, provided to identified students: Spring after-school tutoring, Summer and Winter sessions in ELA and Math.
- Expand after-school tutoring opportunities for all student groups not meeting standards.

Additional ideas to support

- Professional books
 - Books will be purchased to support professional learning in identifying areas of need
- Substitute release time for PLCs to long-range plan learning progressions and intentions and build CFAs
- Computers and other hardware/software that supports GVC

- Students will be able to use online resources that support their level based on the iReady diagnostic results and based on their level of instruction
- .4375 Computer Tech to support capacity with teachers and students
 - Our computer tech works with all teachers to support them through online instructional tools to meet the needs of all students
 - Computer tech also works closely with early learning and kindergarten teachers to support with instruction on technology usage so that when they enter 1st grade, 1st grade teachers can move directly to instruction through technology verses spending most of the lesson on logging into the tablet
- Rewards/Incentives
 - Set goals for students to work towards both academically and social emotionally
 - Social emotional incentives through our school's guidelines for success (R.O.A.R.)
 - Academics: quarterly academic assemblies to receive recognition and a certificate, and End of the Year medals and trophies
- Copy/Equipment lease and maintenance
 - Being able to provide paper pencil resources for students to support their individual academic needs
- Professional learning opportunities made available.
- Materials and supplies will be utilized to support GVC and supplemental programs
 - The use of manipulatives, online subscriptions, tools for teachers to meet the needs of all levels of learning.
- Support significant student groups using data protocols to monitor progress:
 1. African American
 2. Students with disabilities
 3. Socioeconomically disadvantaged youth
 4. English Language Learners
 5. Hispanics
 6. White
 7. Asian
 8. Foster Youth/Homeless

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 English Language Arts, Mathematics and English Learner Progress.

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 providing teachers with additional training on supporting EL standards and Tier 2 supports for ELLs below standard and LTEL students

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 funding Professional Learning for teachers and support staff in support of EL students not meeting standard and LTELs.

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

Thomas will identify ELL students and utilize the following to monitor and support growth:

- Grade levels will identify ELLs in August and monitor progress during all formative assessments and

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 African American student population is performing at the lowest level in areas of English Language Arts and suspension rate
- The English Learners student population is performing at the lowest level in areas of English Language Arts, Mathematics and English Learner Progress.
- The Hispanic student population is performing at the lowest level in area of English Language Arts
- The Socioeconomically Disadvantaged student population is performing at the lowest level in the area of English Language Arts
- The White student population is performing at the lowest level in areas of English Language Arts and Chronic Absenteeism.

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 following student populations African American, English Learners, Hispanic, Socioeconomically Disadvantaged and Whites by providing additional professional learning to our Professional Learning Communities, providing additional tier2 interventions, parent training.

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 student populations African American, English Learners, Hispanic, Socioeconomically Disadvantaged and Whites by offering additional training to Professional Learning

prescribe the appropriate intervention to support progress towards growth target.

- Meetings with ELL students will be utilized to set learning goals for each student.
- PLC identify ELLs needing intervention support
- Teachers will support the ELD standards through designated and integrated ELD instruction
 - Integrated ELD will be embedded daily through the use of the adopted curriculum
 - One of the pull back groups for PLI will be a designated ELD group to support ELL goals and based on their level of ELD while teaching the ELD standards
 - TF and student teachers can help support this instruction with the lead of the classroom teacher
- PLCs/ILT disaggregate academic data to identify ELL students and monitor progress quarterly.

Communities, after-school tutoring contracts, providing additional tier 2 interventions, and parent training.

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

- After School Tutoring
- Utilize African American Academic Acceleration (Springboard A4)tutoring for our African American student population identified as not meeting standards in the areas of English Language Arts and mathematics
- Professional Learning opportunities to support students not meeting standards in ELA
- TK-1st grade teachers will utilize Literacy Walks to meet our Hoover Regional Literacy Plan of Reading by 1st grade
- Students not meeting standards will be provided RTI t following CFAs and Grade-level Benchmark assessments for all student groups.

Action 2

Title: Math

Action Details:

Thomas will have a school wide focus in math instructional strategies that address the rigors of the standard and lessons will consistently incorporate the following: teaching the concept, providing practice, building fluency, and application.

Professional learning will focus on ensuring that lessons utilize and require students be responsible for their thinking through using the mathematical practices. Lessons developed will reflect a deeper understanding of the math content presented, thus increasing student ownership. Professional development will build teacher understanding of these practices to ensure that teachers are using strategies to develop student proficiency (conceptual understanding, procedural skill and fluency, application) in math.

In addition, our ILT will continue to address and find ways to support and build staff and student capacity in our four areas of Focus for equity, diversity, and inclusion: Social Action, Culturally Responsive Practices, Cultural Proficiency, and Multicultural Experiences.

SMART GOAL - Thomas will increase the number of students meeting or exceeding standards by 8-10% as measured by District Interim and SBAC assessments in the 2023-24 school year.

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

- Common Formative Assessments (TK- 6th)
- iReady (K-6th)
- Student group data - Data Dashboard
- IABs/FIABs (3rd-6th)
- "English Learners" Power BI

Owner(s):

- Classroom Teacher
- Professional Learning Communities
- Instructional Leadership Team
- Administration Team
- Instructional Coach

Timeline:

- SBAC - determine baseline; Quarter 1
- ELPAC - identify students; Quarter 1
- CFAs - One per unit minimum
- iReady
- IABs/FIABs (3rd-6th)

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

Thomas will utilize the following to support student achievement:

TIER 1 -

- Regular Professional Learning Community Meetings utilizing the 5 guiding questions and PLC+ to guide work and design lesson progressions and intentions for clarity.
- Grade-level PLCs will plan instruction for tier 1, good first teachings. They will put in place tier 2 interventions to support struggling students
- Utilize our site Instructional Leadership Team to create and maintain academic focus.
- Our ILT team will include a representative from K-6th grades
- The ILT team will come together with a focus on the site, region, and district's instructional goals.
- Release time will be made available for Peer Observations. Grade level teams will tighten their work by observing each other to assist their alignment of work.
- When PLC or individual teachers have release time they will be planning and gathering ideas to support students in all three tiers of instruction
- Common Formative Assessments will be utilized frequently to identify student progress towards meeting/exceeding standards
- Once data is collected and analyzed by the teacher and PLC, they will determine next steps on how to support all students through the tiered levels of support

TIER 2 -

- Create a Tiered levels of support
 - The tiered level of support will consist of tools/resources available for teachers to refer to and use
- Tier 2 and 3 interventions
 - Tier 2: Designated RTI time will occur Monday-Thursday.
 - Tier 3: The SPED team will work closely with our SST to identify students 2 or more years below and determine if further testing is needed.
- After-school tutoring
 - Data will be used to identify students
 - Students will be homogeneously grouped by need
- Instructional Assistants/Paraprofessionals utilized to support Tiered levels of support.

Additional Supports

- Supplemental materials and programs will be used to support tiered levels of support during and after-school tutoring when needed and appropriate, including graphics
- Professional books purchased to build capacity
- Computers and other related hardware/software
- .4375 Computer Tech to support capacity with teachers and students
- Substitute release time for PLCs to long-range plan and build CFAs
- Parent/Teacher Conferences
- Materials and supplies will be purchased to support grade-level PLCs in moving students towards meeting/exceeding standards.
- Progress monitoring to be completed through the IEP process and progress of IEP goals (quarterly at min).
- Our ILT will continue to address and find ways to support and build staff and student capacity in our four areas of Focus for equity, diversity, and inclusion: Social Action, Culturally Responsive Practices, Cultural Proficiency, and Multicultural Experiences.
- Support significant subgroups by using data protocols to monitor progress:
 - 1. African American
 - 2. Students with disabilities
 - 3. Socioeconomically disadvantaged youth
 - 4. English Language Learners
 - 5. Hispanics
 - 6. White
 - 7. Asian
 - 8. Foster/Homeless

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.

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

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 English Language Arts, Mathematics and English Learner Progress.

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 providing teachers with additional training on supporting EL standards and Tier 2 supports for ELLs below standard and LTEL students

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 funding Professional Learning for teachers and support staff in support of EL students not meeting standard and LTELs.

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

- PLCs Identify ELLs in Quarter 1 and set goals for growth for 2023-2024
- Quarterly progress monitoring of ELLs
- Grade-level PLCs identify ELLs needing intervention support
- Students will be support with math instruction to help with vocabulary development, scaffolding when needed to those that need it, sentence frames/starters, opportunities to work with a peer and do pair share conversations, a small group pull back to support their specific needs based on their English language development
- Number Talks
- Problem of the day

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 Learners student population is performing at the lowest level in area of Mathematics

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 following student populations African American, English Learners, Hispanic, Socioeconomically Disadvantaged and Whites by providing additional professional learning to our Professional Learning Communities, providing additional tier2 interventions, parent training.

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 student populations African American, English Learners, Hispanic, Socioeconomically Disadvantaged and Whites by offering additional training to Professional Learning Communities, after-school tutoring contracts, providing additional tier 2 interventions, and parent training.

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

- Grade level teams will create and implement Common Formative and Summative Assessments to identify low performing students and determine gaps that exist.
- RTI will be utilized following assessment data and reviewed to identify gaps to close achievement gaps.
- Supplemental contracts will be made available for teachers and other staff to support students identified needing Tier 2 interventions.
- iReady and other electronic assessments and support materials may be utilized to support Tier 2 & 3 interventions.
- After School Tutoring Contracts made available to credentialed staff
- Utilize African American Academic Acceleration (Springboard A4) tutoring for our African American student population identified as not meeting standards in mathematics
- Professional Learning opportunities to support students not meeting standards in Math
- MLD will be utilized 3rd-6th
- Students not meeting standards will be provided RTI following CFAs and Grade-level Benchmark assessments for all student groups.

Action 3

Title: RTI - Tiered Levels of Support

Action Details:

Thomas will develop and implement a comprehensive RTI program with tiered levels of support in grades Pre-K through 6th grade with an emphasis on early learning literacy development and support. An instructional coach will assist in supporting teacher instruction during a focused ELA/Math intervention time.

A priority will be given to support early learning and foundational literacy skills to students in grades K-2 during the first quarter. Intervention/Acceleration will be provided through multi-tiered PLC/school systematic support with flexible grouping in real time. Small group support and deployment will be utilized based on student assessment data using Grade Level and District CFAs/iReady, BAS and fluency as well as SBAC data for students in grades 3-6.

PLC grade-level teams will utilize ongoing assessment data using common formative assessments to determine a focus on essential standards to meet student needs in developing instructional supports for students to promote

student academic growth in ELA and Math. Ongoing formative data will be documented on student progress using the Cycle of Continuous Improvement and action plans will be developed to monitor student academic progress and the impact of supports being utilized.

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

- TIER 1 -
- PLC Grade-level Teams will plan weekly good first instructional practices followed up by agreed upon CFAs that identify student understanding by student and standard
 - District assessment: iReady, ELPAC, and SBAC will be utilized to identify student understanding and grade level proximity.
- TIER 2 - Students identified as nearly met or not meeting
- Reteach in the moment or outside Core Curriculum time if more extensive support needed.
 - Groups will be fluid based on formative data
 - A4 tutoring to support African American

Owner(s):

- PLC TEAMS
- Classroom Teacher
- Principal/VP
- Instructional Coach

Timeline:

- Formative - Daily, Weekly, by unit and interim

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

- PLC teams will create cycles of inquiry in ELA & MATH and determine dates to give and review student data by student and standard.
- "English Learners" Power BI
- Progress monitoring to be completed through the IEP process and progress of IEP goals (quarterly at min).
- Support significant student groups using data protocols to monitor progress:
 - 1. African American
 - 2. Students with disabilities
 - 3. Socioeconomically disadvantaged youth
 - 4. English Language Learners
 - 5. Hispanics
 - 6. White
 - 7. Asian
 - 8. Foster/Homeless

Owner(s):

- Classroom Teachers
- Accountable Communities
- Instructional Leadership Team
- Administrative Team
- Instructional Coach

Timeline:

- Review grade level Formative Data weekly at Grade-Level PLC
- Review CFA data as outlined in Grade-Level PLC Agendas (Varies by grade and subject)
- Review Interim 1 & 2 Data and Teacher and Grade-Level PLCs will prescribe RTI as needed

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

- Kindergarten - add 2 additional instructional aides
- .4375 computer tech
- Purchas Professional Books to build capacity
- Substitutes for PLC planning days, observations and data chats
- Conferences for teachers to support RTI and ELA/MATH
- Materials and supplies needed to support this action, including equipment
- Professional learning - utilizing coaches from ELA/MATH

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 English Language Arts, Mathematics and English Learner Progress.

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 providing teachers with additional training on supporting EL standards and Tier 2 supports for ELLs below standard and LTEL students

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 funding Professional Learning for teachers and support staff in support of EL students not meeting standard and LTELs.

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

- Targeted EL interventions for students not making adequate progress as measured by formative, CFA, iReady, ELPAC and SBAC assessments
- Grade-Level PLCs will monitor student progress towards ELL growth goals and determine interventions necessary.

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 African American student population is performing at the lowest level in areas of English Language Arts and suspension rate
- The English Learners student population is performing at the lowest level in areas of English Language Arts, Mathematics and English Learner Progress.
- The Hispanic student population is performing at the lowest level in area of English Language Arts
- The Socioeconomically Disadvantaged student population is performing at the lowest level in the area of English Language Arts
- The White student population is performing at the lowest level in areas of English Language Arts and Chronic Absenteeism.

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 following student populations African American, English Learners, Hispanic, Socioeconomically Disadvantaged and Whites by providing additional professional learning to our Professional Learning Communities, providing additional tier2 interventions, parent training.

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 student populations African American, English Learners, Hispanic, Socioeconomically Disadvantaged and Whites by offering additional training to Professional Learning Communities, after-school tutoring contracts, providing additional tier 2 interventions, and parent training.

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

- Grade level teams will use CFA data to identify students in all significant subgroups.
- RTI will be utilized daily to address the needs of all students
 - Each grade level has a designated time block for RTI
 - Some Grade-Level PLCs deploy their grade level based on multiple data points for small group instruction and some Grade-Level PLCs do small group instruction within their classroom
 - During this time teachers are addressing the needs of students by answering Grounding Questions 3 & 4
- Grade-Level PLC agendas will monitor data of all significant subgroups and write a SMART goal to address student need.

Action 4

Title: ELL - Redesignation

[Action Details:](#)

Thomas will focus this year on building capacity in supporting English Learner students by continuing to improve our redesignation rates and reduce the number of Long Term English Learners. RFEP Student achievement will be monitored and interventions will be put into place for those students that are not maintaining achievement expectations. A focus will be on improving language acquisition and literacy through designated and integrated ELD. Designated

and integrated ELD will occur daily at appropriate EL proficiency levels for all ELLs.
Professional learning will be provided in understanding and utilizing ELD Standards.

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

- ELPAC data will be reviewed at the beginning of the year to identify ELL students
- Teachers will utilize their students' ELPAC data to identify goals for individual students at the beginning of the year.
- CFA data
- iReady
- Dibels (when applicable)
- Student group data - Data Dashboard

Owner(s):

- Classroom teacher
- Grade-Level PLCs
- Instructional Leadership Team
- Administrative Team
- Instructional Coach

Timeline:

- Quarterly
- Following iReady
- Following ELPAC
- Following formative assessments
- Following CFA

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

- Home School Liaison
- ELPAC assessors for one-on-one assessment, supplemental contracts
- Substitutes to release teachers for SST and teacher/parent meetings
- Substitutes for ELL data chats
- Teaching Fellows
- Translators for parent/teacher meetings or parenting classes
- Babysitting
- Materials and supplies to support instruction and parent involvement
- Travel for professional learning

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.

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 English Language Arts, Mathematics and English Learner Progress.

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 providing teachers with additional training on supporting EL standards and Tier 2 supports for ELLs below standard and LTEL students

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 funding Professional Learning for

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 African American student population is performing at the lowest level in areas of English Language Arts and suspension rate
- The English Learners student population is performing at the lowest level in areas of English Language Arts, Mathematics and English Learner Progress.
- The Hispanic student population is performing at the lowest level in area of English Language Arts
- The Socioeconomically Disadvantaged student population is performing at the lowest level in the area of English Language Arts
- The White student population is performing at the lowest level in areas of English Language Arts and Chronic Absenteeism.

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

teachers and support staff in support of EL students not meeting standard and LTELs.

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

- English Language Learner progress monitoring and identification of students not progressing towards redesignation will be supported by additional supports and interventions.
- Grade-Level PLCs will identify and monitor progress of ELLs using formative and CFA data and implement appropriate interventions.
- Teachers will support the ELD standard through designated and integrated ELD instruction
 - Integrated ELD will be embedded daily through the use of the adopted curriculum
 - Designated will be taught a minimum of 30 minutes a day through the use of the PLI model that Thomas has developed
 - One of the pull back groups for PLI will be a designated ELD group to support ELL goals and based on their level of ELD standards
 - TF and student teachers can help support this instruction with the lead of the classroom teacher

With Title I funds we plan to support the following student populations African American, English Learners, Hispanic, Socioeconomically Disadvantaged and Whites by providing additional professional learning to our Professional Learning Communities, providing additional tier2 interventions, parent training.

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 student populations African American, English Learners, Hispanic, Socioeconomically Disadvantaged and Whites by offering additional training to Professional Learning Communities, after-school tutoring contracts, providing additional tier 2 interventions, and parent training.

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

- Professional Learning will occur to build teacher capacity integrating ELL standards within the core instructional time.
- Grade-Level PLCs will monitor ELL student data following CFAs and other benchmark data collection.
- Teachers will identify ELLs and monitor their progress

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0450 Thomas 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	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375		16,167.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375		16,175.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375		19,251.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology	4,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for PLC Planning	28,367.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for Peer Observations	5,733.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies	25,571.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology	13,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			: Graphics	525.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst I	0.4375	Computer Tech (3.5hrs.)	21,251.00
G1A1	LCFF: EL	Parent Participation	Mat & Supp			: Copy Paper	10,000.00
G1A2	Sup & Conc	Instructional Supervision & Admii	Off Eq Lease			: Lease for Copy Machines	25,000.00
G1A2	LCFF: EL	Instruction	Mat & Supp			: Materials & Supplies	6,894.00
G1A3	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375		14,976.00
G1A3	Title 1 Basic	Instruction	Bks & Ref			: Online Subscriptions, Starfall, A-Z Reading, Near Pod, Ooka Island, others TBD.	10,000.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			Subs for IEP, SST, 504	13,141.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	6,132.00
G1A4	LCFF: EL	Parent Participation	Cls Sup-Sup			Subs for Translators	558.00

\$236,741.00

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	✓	89.68 %	87.5 %	2023-2024	89 %

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.

Spring 2024 Fresno Climate/Culture Student Survey

Question - "I know how to change and improve based on the feedback I am given" 87% - <2% from Fall of 2023

Question - "Even when things are hard, I can overcome challenges in my life" 87% - <5% from Fall of 2023

Question - "My school teaches lessons in ways that connect to my life" - 78% < 4% from fall of 2023

Question - "My school prepares me for life with real-world experiences" - 81% <5% from fall of 2023

Actions Taken This Year:

- School Climate and Culture team met monthly to reflect on data and identify areas of strength and need.
- Daily Classroom Meetings (TK-6th)
- Weekly Community Celebrations for each month that celebrate students' heritage.
- Purchase of books that represent students' heritage
- Extended learning clubs: Girl Power, Amigo Unidos, Young Men of Character, Leadership, BSU and Gardening Club
- Primary and Intermediate Music
- After-School Sports 3rd-6th
- Extended day programs.

2

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

- Lack of clubs and extracurricular club activities available for grade TK - 2nd.
- Budget allowed for extra pay contracts but they went vacant due to lack of staff interest
- Provided additional student voice in our community schools team. Additional opportunities could be utilized by tapping into our leadership groups.
- Budgeted for after-school tutoring and utilized outside 3rd party vendors after supplemental contracts were offered but limited staff took advantage.

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).

- Professional Learning was made available to all staff on how to support students with trauma.
- Cultural Celebrations were held monthly
- Additonal leadership clubs were made available
- Student recognition events held montly

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.

- We were able to partner with outside agencies to support struggling students in ELA/Math when supplemental contracts did not get filled.
- Our Climate and Culture team met monthly to identify areas of need and provided guidance to the SSC of possible future expenditures to support
-

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.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

- Survey data reviewed
- Surveys given to gather input from staff, parents and students.
- Updates given to memebers during SSC meetings

2 ELAC:

- Surveys given
- Survey data shared with SSC and subcommittee drafting SPSA
- Parenting Classes provided
- PIQE
- Celebrations - Redesignated EL Student group

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

- Surveys given
- Data shared with SSC
- College T-Shirt Day
- Invite Authors
- Entreprenuer Day - Ty Alan Jackson
- Thomas Alumni Day
- School Connectedness Activities - Climate & Culture Committee Suggestions

Action 1

Title: Career Path - 4th - 6th grades

Action Details:

In 2023-24 Thomas' 4th - 6th grades will design and implement a Career Path focus for their students. Students will broaden their knowledge about career opportunities available to them. They will also have a clearer understanding of what careers require a college degree and which can go right into following high-school. Thomas's Guideline for Success will be used daily to guide and redirect student behavior.

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

Explain the Progress Monitoring and data used for this Action

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

- Engagement data

Owner(s):

- Classroom teacher
- Instructional Leadership Team
- Administrative Team

Timeline:

- Quarterly

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

- Supplemental contracts will be offered to certificated and classified staff to support
- Materials and supplies will be purchased to support.
- Entrepreneur Day - Ty Alan Jackson
- Career Day
- School Connectedness Activities - Climate & Culture Team

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 English Language Arts, Mathematics and English Learner Progress.

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 providing teachers with additional training on supporting EL standards and Tier 2 supports for ELLs below standard and LTEL students

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 funding Professional Learning for teachers and support staff in support of EL students not meeting standard and LTELs.

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

- ELL students will be included and participation will be monitored through engagement data.

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 African American student population is performing at the lowest level in areas of English Language Arts and suspension rate
- The English Learners student population is performing at the lowest level in areas of English Language Arts, Mathematics and English Learner Progress.
- The Hispanic student population is performing at the lowest level in area of English Language Arts
- The Socioeconomically Disadvantaged student population is performing at the lowest level in the area of English Language Arts
- The White student population is performing at the lowest level in areas of English Language Arts and Chronic Absenteeism.

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 following student populations African American, English Learners, Hispanic, Socioeconomically Disadvantaged and Whites by providing additional professional learning to our Professional Learning Communities, providing additional tier2 interventions, parent training.

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 student populations African American, English Learners, Hispanic, Socioeconomically Disadvantaged and Whites by offering additional training to Professional Learning Communities, after-school tutoring contracts, providing additional tier 2 interventions, and parent training.

...

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

- Engagement data will be utilized by our school's Climate and Culture team to monitor students

involvement.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0450 Thomas Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	LCFF: EL	Instruction	Mat & Supp			: EL Materials & Supplies	400.00

\$400.00

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	✓		33.7 %	2023-2024	23 %
Chronic Absenteeism - Semester 1 (White)	✓		27 %	2023-2024	20 %
Suspension Rate - Semester 1	✓	0.9 %	1.5 %	2023-2024	1 %
Suspension Rate - Semester 1 (African American)	✓		4.6 %	2023-2024	2 %

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 - CA School Dashboard 2022-23

Schoolwide (Student Groups):

Chronic Absent - 38.2%

RED - White - 59 students, Maintained 0.4% Chronically Absent 35.6%

ORANGE - English Learners, Students with Disabilities, African-American

YELLOW - Asian, Hispanic, Socioeconomically Disadvantaged

- This year we started our TST team which meets bimonthly to address students with chronic absenteeism. Our HSL, Tier 2 support, and Community School Advisor reach out to families with Chronic Absenteeism.
- All-4-Youth counseling offered to students needing support
- School Psychologist provide additional referrals if needed.
- SSTs held for students with Chronic Absenteeism after other supports have not improved attendance.
- HSL and Tier 2 support work with Attendance Office to refer Tier 3 students to SARB office.

Suspension - 2.3%

RED - African American - Number of students 84, Increased 3.9% 8.3% suspended at least one day

ORANGE - Socioeconomically Disadvantaged, Students with Disabilities

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

- Currently our White student group has the lowest chronic absenteeism.
- Our African American student group still continues to be our most impacted group.

YELLOW - Hispanic

GREEN - Asian, English Learners

BLUE - White

- This year TST team identified chronic misbehaviors and paired high-risk students with a Tier II, RCA or Mentor to support
- Utilized A4 Alternative to suspension versus sending home
- Made referrals to AI-4 -Youth Counseling
- Referrals made to SST for Chronic Misbehaviors
- Referrals made to ICET for students who had been provided several interventions but still struggling with behaviors.

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).

As a result of investments in Tier 2 and 3 student supports our Chronic Absenteeism and suspension data have decreased significantly from 2022-23

Chronic absenteeism decreased from 38.2% to 33.7%

Suspension decreased from 2.3% to 1.5%

- Our TST process has had a positive impact on our historically chronic absent student groups: African American and Hispanic student groups. They have both moved from Red to Orange and Yellow based on our CA School Dashboard 2022-23 data.
- We have utilized our African American Academic Acceleration (A4) alternative to suspension support with any African American suspended as an alternative to sending home for the day.
- Students with chronic misbehaviors are referred to our TST and RCA or Mentor is provided as a follow-up support.
- SSTs, and ICET are utilized for students with chronic Tier 3 misbehaviors.

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.

- Thomas was identified as ATSI last year and as a result of investments in Tier 2 & 3 interventions we were removed from ATSI status.
- TST has received over 90 students with chronic misbehaviors or chronic absenteeism concerns. It is recommended that multitiered supports continue or be added.
- Alternatives to suspension will continue to be offered

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.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

2 ELAC:

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

<ul style="list-style-type: none">Reviewed data with SSCReviewed SPSA and budget that address this goal with SSC	<p>ELAC survey given to parents and the following input was given for this goal:</p> <ul style="list-style-type: none">Feedback from survey was utilized for LCAP and SPSA subcommittee.1st and 2nd grade extended hands-on opportunitiesCommunity participation opportunities	<p>Survey was given to staff to provide input for this goal:</p> <ul style="list-style-type: none">School climate and culture committee made suggestions to SPSA SubcommitteeAlumni DayA4 Alternative to Suspension offeredCounseling offered to students & families in needTier 2, Mentors and RCA utilized for chronic Tier 2 & 3 behaviorsSST and ICET utilized for chronic Tier 2 & 3 behaviors when Tier 2, RCA and mentors have been utilized and behaviors continue.
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Action 1

Title: After-School Activities

Action Details:

In 2023/24 Thomas will continue to increase the amount of clubs and after-school activities available to all students K-6th through the use of our Community School Grant Coordinator and our new after-school Coordinator 1 positions.

Reasoning for using this action:

☐ Strong Evidence

☒ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Engagement data will be monitored by school's Climate and Cultural team quarterly to ensure that all students and subgroups have access to engagement opportunities.

Owner(s):

- Instructional Leadership Team
- Administrative Team

Timeline:

- Quarterly

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

- Supplemental contracts for certificated and classified staff to support clubs and extracurricular activities.
- Materials and supplies will be purchased to support clubs and extracurricular activities.

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 English Language Arts, Mathematics and English Learner Progress.

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 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 African American student population is performing at the lowest level in areas of English Language Arts and suspension rate
- The English Learners student population is performing at the lowest level in areas of English Language Arts, Mathematics and English Learner Progress.

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 providing teachers with additional training on supporting EL standards and Tier 2 supports for ELLs below standard and LTEL students

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 funding Professional Learning for teachers and support staff in support of EL students not meeting standard and LTELs.

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

- Quarterly data review to ensure equity and access
- Outreach to families in their Primary Language and survey students regarding their interests.
- Sharing information in home language of parents at ELAC meetings and other events involving or seeking input from the Thomas Community.

- The Hispanic student population is performing at the lowest level in area of English Language Arts
- The Socioeconomically Disadvantaged student population is performing at the lowest level in the area of English Language Arts
- The White student population is performing at the lowest level in areas of English Language Arts and Chronic Absenteeism.

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 following student populations African American, English Learners, Hispanic, Socioeconomically Disadvantaged and Whites by providing additional professional learning to our Professional Learning Communities, providing additional tier2 interventions, parent training.

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 student populations African American, English Learners, Hispanic, Socioeconomically Disadvantaged and Whites by offering additional training to Professional Learning Communities, after-school tutoring contracts, providing additional tier 2 interventions, and parent training.

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

- Engagement data will be reviewed by our Climate and Culture team to ensure all students have access to Goal 2 activities.
- Monies will be utilized to purchase materials and supplies to allow greater numbers of students access.
- Data will be gathered by our Climate and Culture team to ensure subgroups are participating in engagement activities:
 1. African American
 2. Students with disabilities
 3. Socioeconomically disadvantaged youth
 4. English Language Learners
 5. Hispanics
 6. White
 7. Asian
 8. Homeless/Foster Youth

Action 2

Title: SEL - Social Emotional Supports

[Action Details:](#)

A focus on the 4 Core social emotional constructs: self management, growth mindset, self efficacy and social awareness will support student college career ready skills. Student support will be provided through class meetings, and professional learning on these 4 constructs. Building these skills will be in support of student academic growth through goal setting (growth mindset), Grade-Level PLC teams, along with academic planning, will include a focus on building student self-efficacy. The Climate Culture Team, along with district supports(DPI) will provide professional development and a focus on building capacity in these 4 areas.

Thomas Elementary will continue to implement a tiered level of response to behavior incidents and continue effective implementation of Climate Culture Team components, which directly relate to suspension rates, attendance rates, lessens distractions for all learners, and enhances campus safety for all students. Our TST will identify students who have chronic misbehavior and support students and student groups with appropriate supports. Our partnership with

A4, alternative to suspension , will be utilized to support our African American student group who currently are identified as Red in California Dashboard. Guidelines for success and district programs (Class Meetings/Second Step/OLWEUS) will continue to promote personal responsibility and social skills, resulting in fewer conflicts with staff and other students. The Climate Culture Team will provide professional learning to staff in addressing student behaviors at levels 1-3. Our All-4-Youth site counselor and a Resource Counseling Assistant to support EL/Spanish (RCA) will provide support services to students that have high social emotional needs. Students with multiple suspensions will be seen by SST, Behavior Support Plans will be implemented to support student behavior, and the ICET process will be utilized, as needed, for intervention. Hand in Hand mentors will support identified students with 3 or more misbehaviors.

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

- Engagements
- Attendance reports
- SEL Data - student, parent, & staff (Panorama)
- Suspension/Expulsion data

Owner(s):

- Climate Culture Team
- Professional Learning Communities
- Instructional Leadership Team
- Administrative Team
- RCA
- School Psychologist
- Hand-in-Hand Mentors

Timeline:

- Quarterly

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

- Home School Liaison
- 0.75 FTE Resource Counseling Assistant (Spanish)
- Hand-in-Hand Mentors will be utilized to support students with chronic levels of misbehaviors and absenteeism.
- Substitutes to release teachers for CHAMPs, Second Step, Class Meeting, OLWEUS, etc... trainings
- Student of the month
- Incentives - classroom & schoolwide
- Substitutes for teacher release for SSTs and IEPs
- Substitutes for Climate Culture Team training
- Extra Pay contracts for Climate Culture Team
- Materials and supplies to support SEL initiatives or incentives.
- Use of our GVC to develop SEL Skills, 2nd Step, and build capacity for all students
- Saturday Academy offered to students with high numbers of truancy or suspension to make up absences.

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 English Language Arts, Mathematics and English Learner Progress.

2. Using Title I funds Only: What are the planned expenses to support English learner 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 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 African American student population is performing at the lowest level in areas of English Language Arts and suspension rate
- The English Learners student population is performing at the lowest level in areas of English Language Arts, Mathematics and English Learner Progress.
- The Hispanic student population is performing at the lowest level in area of English Language Arts

With Title I funds we plan to support English learner students by providing teachers with additional training on supporting EL standards and Tier 2 supports for ELLs below standard and LTEL students

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 funding Professional Learning for teachers and support staff in support of EL students not meeting standard and LTELs.

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

- Grade-Level PLC teams identify ELL students in need of SEL supports
- SSTs will identify ELL students in need of SEL supports

- The Socioeconomically Disadvantaged student population is performing at the lowest level in the area of English Language Arts
- The White student population is performing at the lowest level in areas of English Language Arts and Chronic Absenteeism.

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 following student populations African American, English Learners, Hispanic, Socioeconomically Disadvantaged and Whites by providing additional professional learning to our Professional Learning Communities, providing additional tier2 interventions, parent training.

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 student populations African American, English Learners, Hispanic, Socioeconomically Disadvantaged and Whites by offering additional training to Professional Learning Communities, after-school tutoring contracts, providing additional tier 2 interventions, and parent training.

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

- RCA (EL/Spanish) and Hand-in-Hand mentors will be utilized for students with chronic Tier 2 and 3 behaviors.
- SSTs will be held monthly to support students with chronic behaviors or in need of SEL supports.
- Behavior plans will be generated with the assistance of the school's psychologist, administrator and classroom teacher.
- Incentives will be used to encourage students to make good decisions
- Our school Climate & Culture team will review behavioral data monthly to identify problem areas and possible solutions.
- Significant subgroups data will be monitored for participation:
 1. African American
 2. Students with disabilities
 3. Socioeconomically disadvantaged youth
 4. English Language Learners
 5. Hispanics
 6. White
 7. Asian
 8. Homeless/Foster Youth

Action 3

Title: Cultural Diversity Celebrations

Action Details:

A monthly calendar will be provided to all staff, students, and families that will highlight cultural celebrations. This will allow teachers, staff and families to learn about what makes our Tiger Community. Every Friday we will host a Community Celebration to recognize our Heritage Focus and recognize the work in ELA/MATH, art, dance, poetry, and people.

Our ILT will continue to address and find ways to support and build staff and student capacity in our four areas of Focus for equity, diversity, and inclusion: Social Action, Culturally Responsive Practices, Cultural Proficiency, and

Multicultural Experiences.

Reasoning for using this action:

☐ Strong Evidence

☒ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Monthly Calendar of Events
- Products and Videos uploaded into Teams Shared Folder

Owner(s):

- Climate and Cultural Team
- Administrators
- Teachers
- Staff

Timeline:

Monthly Focus

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

- Cross-curricular activities that align to our focus cultural heritage
- Books
- Videos
- Special guests, including those who are multilingual and can share their language story.

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 English Language Arts, Mathematics and English Learner Progress.

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 providing teachers with additional training on supporting EL standards and Tier 2 supports for ELLs below standard and LTEL students

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 funding Professional Learning for teachers and support staff in support of EL students not meeting standard and LTELs.

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

- Books
- Videos
- Participation in activities that build language and cultural opportunities

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 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 African American student population is performing at the lowest level in areas of English Language Arts and suspension rate
- The English Learners student population is performing at the lowest level in areas of English Language Arts, Mathematics and English Learner Progress.
- The Hispanic student population is performing at the lowest level in area of English Language Arts
- The Socioeconomically Disadvantaged student population is performing at the lowest level in the area of English Language Arts
- The White student population is performing at the lowest level in areas of English Language Arts and Chronic Absenteeism.

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 following student populations African American, English Learners, Hispanic, Socioeconomically Disadvantaged and Whites by providing additional professional learning to our Professional Learning Communities, providing additional tier2 interventions, parent training.

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 student populations African American, English Learners, Hispanic, Socioeconomically Disadvantaged and Whites by offering additional training to Professional Learning Communities, after-school tutoring contracts, providing additional tier 2 interventions, and parent training.

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

- Books at various levels for student access
- Participation in activities to build language

Action 4

Title: Chronic Absenteeism

Action Details:

Thomas will focus on addressing TK-6th grade students who are chronically absent. Currently our White student group is identified as Red in our State California Dashboard. Our TST team will identify students with Chronic Absences and partner with the most appropriate supports. Counseling services will be provided for students needing intervention. The Home School Liaison and Resource Counseling Assistant will be utilized to support student attendance interventions, parent contacts and meetings regarding attendance requirements. ATLAS will be utilized by teachers and other support staff to document phone calls, conferences and SST meetings regarding student attendance issues. The office staff will be trained on supporting parent communication regarding absenteeism. The office staff will report data regarding chronic absences, and student tardies. Students with chronic absences will be encouraged and given priority to participate in Goal 2 Activities to support a home/school connection. Our Admin team and Home-School Liaison will host monthly meetings for chronic absent students and home visits will be made for families that we have been unable to connect.

Thomas will focus on increasing the number of students that are engaged in Goal 2 Activities (Activities, Arts or Athletics). Staff participation will be encouraged in Goal 2 clubs and activities. Staff professional learning will focus on who our unique students and students with chronic absences are, and strategies to promote involvement in Goal 2 activities. Students will be encouraged to participate in after-school sports, before and after –school activities. Activities may include, but not limited to: student leadership, Science Olympiad, Peach Blossom, Safety Patrol and Valet, Noontime activities such as outdoor games, sports leagues, art projects, and clubs. The Resource Counseling Assistant EL/Spanish (RCA) will help support and promote student participation in planned activities. These activities will involve identified students to help build positive connections to school and build social skills.

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

- Chronic absenteeism
- Attendance comparison by grade and class
- Data dashboards by subgroup

Owner(s):

- Classroom teacher
- Accountable Communities
- A2A social worker/Office Assistant
- Administrative team

Timeline:

- Weekly
- Quarterly

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

- 0.4375 hour FTE Home School Liaison
- 0.75 FTE Resource Counseling Assistant (Spanish)
- 3 Hand-in-Hand Mentors to support students with chronic levels of Misbehavior and Chronic Absenteeism .
- Incentives to increase attendance
- Substitutes to release teachers for SSTs & IEPs
- Extra pay contracts for Safe & Civil Team, support staff
- Materials and supplies to support student attendance incentives and interventions

- Local mileage
- Saturday Academy offered to students to address chronic absenteeism

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 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 English Language Arts, Mathematics and English Learner Progress.

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 providing teachers with additional training on supporting EL standards and Tier 2 supports for ELLs below standard and LTEL students

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 funding Professional Learning for teachers and support staff in support of EL students not meeting standard and LTELs.

- PLC formative data
- SST identification of ELL students with attendance issues
- Saturday Academy offered to students to address chronic absenteeism

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

- The African American student population is performing at the lowest level in areas of English Language Arts and suspension rate
- The English Learners student population is performing at the lowest level in areas of English Language Arts, Mathematics and English Learner Progress.
- The Hispanic student population is performing at the lowest level in area of English Language Arts
- The Socioeconomically Disadvantaged student population is performing at the lowest level in the area of English Language Arts
- The White student population is performing at the lowest level in areas of English Language Arts and Chronic Absenteeism.

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 following student populations African American, English Learners, Hispanic, Socioeconomically Disadvantaged and Whites by providing additional professional learning to our Professional Learning Communities, providing additional tier2 interventions, parent training.

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 student populations African American, English Learners, Hispanic, Socioeconomically Disadvantaged and Whites by offering additional training to Professional Learning Communities, after-school tutoring contracts, providing additional tier 2 interventions, and parent training.

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

- Classroom teachers will monitor student attendance and work closely with our HSL and office staff to identify students with high absences.
- SSTs will be utilized to support students with high absences.
- Incentives will be used to encourage great attendance.
- Saturday Academy will be offered to students needing to make up absences.
- Child Welfare Attendance Specialists, All-4-Youth social worker, administrators and office staff will keep in constant communication on all Tier 2 and 3 students.
- Hand to Hand mentor support
- Significant Student Groups that will be monitored:
 1. African American
 2. Students with disabilities
 3. Socioeconomically disadvantaged youth
 4. English Language Learners
 5. Hispanics
 6. White
 7. Asian
 8. Homeless/Foster Youth

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0450 Thomas Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts	36,167.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Rewards & Incentives	10,000.00
G3A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Generation Changers : SEL Mentors	17,629.00
G3A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Generation Changers : SEL Mentors	82,371.00
G3A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.5625		45,818.00
G3A2	Sup & Conc	Attendance & Social Work Services	Local Mileag			: Mileage for Home Visits	325.00
G3A2	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.1875		15,272.00

\$207,582.00

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	✓	94.47 %	92 %	2023-2024	94 %

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.

Staff Spring Survey 2024 94%> increase of 2% from fall of 2023 overall

Question - "I feel valued at this school - 96% >7% increase from fall of 2023

Question - "I enjoy being at this school - 98% < 2% decrease from fall of 2023

Question - "This school embraces, values, and understands different races, ethnicities and cultures" 100%

Question "We have a culture that provides staff with the following: Opportunities to be involved in planning and decision making" - 84% < 5% decrease from fall of 2023

2

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

- While we provided staff several opportunities to sit on committees, subcommittees and give feedback through a variety of feedback surveys, we saw a decline in staff perception of being involved in planning and decision making by 5% from Fall of 2023 to Spring of 2024.

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).

We will continue to provide opportunities for all stakeholders to voice input through committees, surveys, feedback forms and open discussion meetings.

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.

We will continue to leverage leadership decisions utilizing our School Climate and Culture Team, ILT, SBC, SSC, and ELAC to identify areas where growth can occur.

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><ul style="list-style-type: none">Reviewed Panorama dataDiscussed retention and hiring of current and new staff</div>	<div>2 ELAC:</div> <div><ul style="list-style-type: none">Monthly meetings to improve school/home connectednessSurveys to gather parent inputIncrease number of available interpreters for parent meetings</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div><ul style="list-style-type: none">Staff asked to sit on panels when positions open upSunshine CommitteeStaff Connectedness Events</div>
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Action 1

Title: Recruitment and retention of staff

Action Details:

Thomas has a long history of retaining staff. Our Panorama data show high staff satisfaction. Staff data will be utilized to determine areas of improvement and need to identify professional learning opportunities or for our Climate and Culture team to address problem areas. We will also use Thomas demographic data to determine significant subgroups. Hiring panels/teams will be made up of staff and stakeholders to provide input on future hiring of staff that represent the diversity of Thomas. Our goal is to recruit the best and brightest and to retain and build capacity of our current staff.

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 <ul style="list-style-type: none">Panorama Staff Survey DataFeedback from Professional LearningAnnual Needs Assessment Staff Data	Owner(s): <ul style="list-style-type: none">AdministrationStaff	Timeline: <ul style="list-style-type: none">AnnuallyFollowing PL
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Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Climate and Culture Coach will support our SCC team in reviewing data, planning and implementing goals
- Professional books will be purchased to support teachers and staff with materials and supplies and direct maintenance
- Professional learning opportunities will be provided to all staff to build capacity to support all students.

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 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 English Language Arts, Mathematics and English Learner Progress.

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

Specify (call out) the specific student groups that require support. Goal 4 does not have specific student group data, but you can choose to put staff related actions in place that will positively affect student outcomes aligned with the metrics in Goals 1-3. Otherwise you can speak to the enhanced service for low-performing student groups in general terms in this section.

With Title I funds we plan to support English learner students by providing teachers with additional training on supporting EL standards and Tier 2 supports for ELLs below standard and LTEL students

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 funding Professional Learning for teachers and support staff in support of EL students not meeting standard and LTELs.

- Professional development will be provided to increase the redesignation of ELLs and LTELs.

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

- The African American student population is performing at the lowest level in areas of English Language Arts and suspension rate
- The English Learners student population is performing at the lowest level in areas of English Language Arts, Mathematics and English Learner Progress.
- The Hispanic student population is performing at the lowest level in area of English Language Arts
- The Socioeconomically Disadvantaged student population is performing at the lowest level in the area of English Language Arts
- The White student population is performing at the lowest level in areas of English Language Arts and Chronic Absenteeism.

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 following student populations African American, English Learners, Hispanic, Socioeconomically Disadvantaged and Whites by providing additional professional learning to our Professional Learning Communities, providing additional tier2 interventions, parent training.

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 student populations African American, English Learners, Hispanic, Socioeconomically Disadvantaged and Whites by offering additional training to Professional Learning Communities, after-school tutoring contracts, providing additional tier 2 interventions, and parent training.

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

- Professional development will be provided to support Tier 2 instruction.
- Professional learning opportunities will be shared with all staff to build capacity

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0450 Thomas Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Teacher-Subs			Subs for Data Chats	2,090.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Staff Engagement	5,000.00
G4A1	Sup & Conc	Instruction	Direct-Maint			: Maintenance	4,500.00
G4A1	LCFF: EL	Instruction	Travel			: Professional Development Conference/Travel	5,000.00

\$16,590.00

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	✓	93.04 %	92.3 %	2023-2024	94 %

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.

SPRING 2024 Parent Survey

- Question- "My child feels like they belong at this school" 93% <1% decrease from fall 2023
- Question- "My child has a voice and feels heard at this school" 84% <3% decrease from fall 2023
- Question- " There is an adult at my child's school who cares about them" 97% same as fall 2023

2

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

- We received a higher return on our Fall 2023 survey than our Spring 2024 survey. This is a similar pattern to last year's results. We still struggle to gathering greater than 13-15% of parent survey results.

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).

- Community Schools Grant was awarded to Thomas and we seek greater parent involvement by meeting basic needs aligning to the four pillars of Community Schools.
- We expanded after-school extended learning opportunities for students through clubs and partnerships with outside providers like AmeriCorps and AIMEs.
- PIQE classes were offered to families.

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.

- Leadership clubs will continued to be offered to have greater student voice and leadership opportunities.
- Home School Liaison and Community School Coordinator partnership to identify parent and student needs that will support attendance and academic success.
- Will continue to fund SEL supports for students.
- Parenting classes

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.

1

SSC - (Teacher/Staff, Parents, and Secondary Students).

- Parenting classes
- Interpreters available to support home/school connectedness

2

ELAC:

- Parenting classes
- Help with homework
- Parenting communication (Parent Square, Bulletin Boards, etc)

3

Staff - (Credentialed Staff, Classified Staff, and Administrators):

- Carnival
- Booster participation
- Attendance Celebrations

Action 1

Title: Parenting Classes

Action Details:

Thomas will continue our partnership with Valley PBS, Parent University, and our Home School Liaison to offer the broadest array of choices of parenting classes and support to our parents/community. The purpose of our classes are to inform, bring clarity and build parent capacity.

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

This is a new Action and currently have not collected data outside of Panorama or survey data from our Home School Liaison.

Owner(s):

Administrators
HSL
Staff

Timeline:

Monthly

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

- Babysitting will be provided to allow parents/community to be fully present in class.
- Materials and Supplies will be provided for parents aligned to class.

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 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 English Language Arts, Mathematics and English Learner Progress.

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. Goal 5 does not have specific student group data, but you can choose to put family related actions in place that will positively affect student outcomes aligned with metrics in Goals 1-3. Otherwise you can speak to the enhanced service for low-performing student groups in general terms in this section.

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 providing teachers with additional training on supporting EL standards and Tier 2 supports for ELLs below standard and LTEL students

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 funding Professional Learning for teachers and support staff in support of EL students not meeting standard and LTELs.

Monthly meetings will be provided to our EL families to provide support and gather input to support students.

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

- The African American student population is performing at the lowest level in areas of English Language Arts and suspension rate
- The English Learners student population is performing at the lowest level in areas of English Language Arts, Mathematics and English Learner Progress.
- The Hispanic student population is performing at the lowest level in area of English Language Arts
- The Socioeconomically Disadvantaged student population is performing at the lowest level in the area of English Language Arts
- The White student population is performing at the lowest level in areas of English Language Arts and Chronic Absenteeism.

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 following student populations African American, English Learners, Hispanic, Socioeconomically Disadvantaged and Whites by providing additional professional learning to our Professional Learning Communities, providing additional tier2 interventions, parent training.

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 student populations African American, English Learners, Hispanic, Socioeconomically Disadvantaged and Whites by offering additional training to Professional Learning Communities, after-school tutoring contracts, providing additional tier 2 interventions, and parent training.

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

- Parents will be contacted and invited to attend parenting classes and coffee hour.
- Partnerships with Parent University and PIQE
- Community Schools Action Committee input will be utilized to support families

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0450 Thomas Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting ** NO IEP's **	427.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Professional Learning, Materials, & Supplies ** NO FOOD OR INCENTIVES **	3,300.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			: Groceries: Materials & Supplies	2,400.00

\$6,127.00

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0450 Thomas Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375		16,167.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375		16,175.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375		19,251.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology	4,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for PLC Planning	28,367.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for Peer Observations	5,733.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies	25,571.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology	13,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			: Graphics	525.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst I	0.4375	Computer Tech (3.5hrs.)	21,251.00
G1A1	LCFF: EL	Parent Participation	Mat & Supp			: Copy Paper	10,000.00
G1A2	Sup & Conc	Instructional Supervision & Admi	Off Eq Lease			: Lease for Copy Machines	25,000.00
G1A2	LCFF: EL	Instruction	Mat & Supp			: Materials & Supplies	6,894.00
G1A3	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375		14,976.00
G1A3	Title 1 Basic	Instruction	Bks & Ref			: Online Subscriptions, Starfall, A-Z Reading, Near Pod, Ooka Island, others TBD.	10,000.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			Subs for IEP, SST, 504	13,141.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	6,132.00
G1A4	LCFF: EL	Parent Participation	Cls Sup-Sup			Subs for Translators	558.00
G2A1	LCFF: EL	Instruction	Mat & Supp			: EL Materials & Supplies	400.00
G3A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts	36,167.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Rewards & Incentives	10,000.00
G3A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Generation Changers : SEL Mentors	17,629.00
G3A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Generation Changers : SEL Mentors	82,371.00
G3A2	Sup & Conc	Attendance & Social Work Servi	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.5625		45,818.00
G3A2	Sup & Conc	Attendance & Social Work Servi	Local Mileag			: Mileage for Home Visits	325.00
G3A2	LCFF: EL	Attendance & Social Work Servi	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.1875		15,272.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			Subs for Data Chats	2,090.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Staff Engagement	5,000.00
G4A1	Sup & Conc	Instruction	Direct-Maint			: Maintenance	4,500.00
G4A1	LCFF: EL	Instruction	Travel			: Professional Development Conference/Travel	5,000.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting ** NO IEP's **	427.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Professional Learning, Materials, & Supplies ** NO FOOD OR INCENTIVES **	3,300.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			: Groceries: Materials & Supplies	2,400.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$101,925.00
Sup & Conc	7090	\$318,859.00
LCFF: EL	7091	\$46,656.00
Grand Total		\$467,440.00

\$467,440.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$236,741.00
G2 - Expand student-centered and real-world learning experiences	\$400.00
G3 - Increase student engagement in their school and community	\$207,582.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$16,590.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$6,127.00
Grand Total	\$467,440.00