

Homan Elementary

10621666006290

Principal's Name: Jackie Sittre

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 14, 2023

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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 subgroups 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 (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.
Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.
The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Jackie Sittre	X				
2. Chairperson – Tamara Thompson				X	
3. Peggy Harrison			X		
4. Adelina Silva		X			
5. Jennifer Massingham		X			
6. LaDarla Wiles		X			
7. Araceli Ochoa				X	
8. Zoua Thao				X	
9. Timothy Garcia				X	
10. Jessica Castaneda				X	
11. Jake Turner		X			
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 10/5/22 .

Required Signatures

School Name: Homan Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Jackie Sittre		3/27/23
SSC Chairperson	Tamara Thompson		3/27/23

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 2023/24

Homan - 0225

ON-SITE ALLOCATION

3010	Title I	\$67,365 *
7090	LCFF Supplemental & Concentration	\$217,042
7091	LCFF for English Learners	\$41,472
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$21,238</u>
TOTAL 2023/24 ON-SITE ALLOCATION		\$347,117

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,996
Remaining Title I funds are at the discretion of the School Site Council	<u>\$65,369</u>
Total Title I Allocation	<u>\$67,365</u>

Homan Elementary 2023-2024 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓		-77 pts	2021-2022	-62 pts
SBAC ELA - percentage of students met/exceeded standard	✓		20.8 %	2021-2022	30 %
SBAC Math - Average distance from standard	✓		-87 pts	2021-2022	-72 pts
SBAC Math - percentage of students met/exceeded standard	✓		15.34 %	2021-2022	25 %

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

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

Academic Actions 1-3 ELA-Math: See All Data Graphs Below

Homan's focus was on effective Tier 1 instruction through professional learning and the PLC CCI process.

Action ELA Grades K-3: Homan PLC's used the metrics of iReady, BAS and Phonics Survey to group students for targeted instruction. A Certificated Tutor and Teaching Fellows supported the Reading RTI process.

Progress monitoring was used used to identify and respond to student learning needs.

Tiered levels of support were used to provide intervention for students to master grade level content and increasing the number of students reading on grade level.

After a review of the data, actions are working, but not at the most optimal level of impact on student learning.

Training of Teachings Fellows and PL for teachers in appropriate use and selection of rigorous GVC materials was identified as variables needed in increasing the effectiveness of the action.

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

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

Disproportionate Student Groups Identified

English Learners and Students with Disabilities

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

There were no identified resource equities.

Chronic Absenteeism negatively impacted both student groups as well as exacerbated the existing learning gap from pandemic status.

Teachers are continuing to learn and apply new skills gained through PL.

ELA Standards and Targets. Additionally the use of FIAB's, Released Questions aligned to SBAC rigor and Tools for Teachers would be used to provide students instructions aligned to the rigor of cognitive demand of the standards.

After a review of the data, Actions are working, but not at the most optimal level of impact on student learning..

Additional PL for teachers and application time of cognitive planning will be necessary in providing teachers additional time to cognitively plan question progression using the resources identified as rigorously aligned to the cognitive demand within the standards.

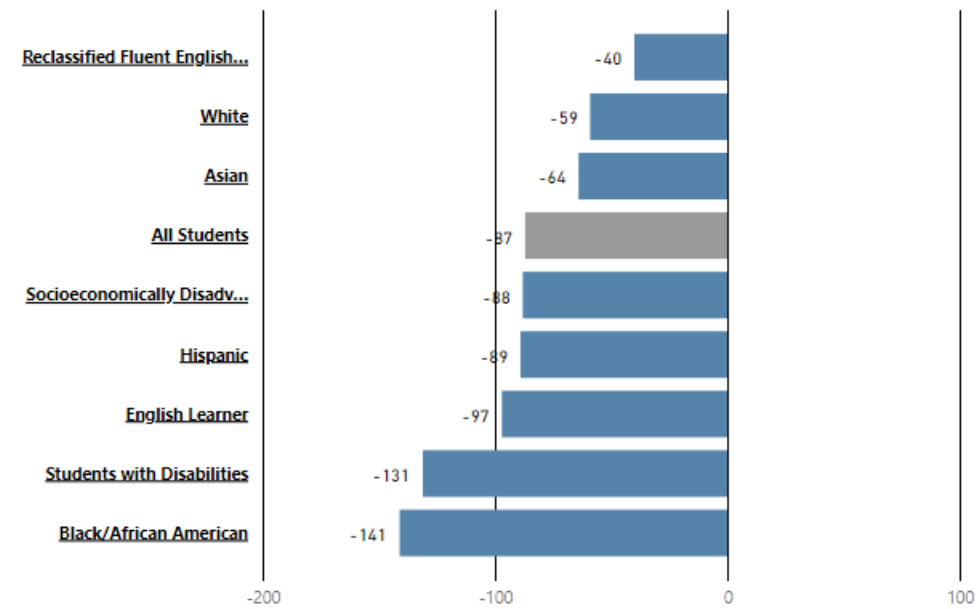
Action Math Grades K-6: Homan PLC's will use the PLC CCI process to focus on the instruction of Essential Math Standards and Targets. BBF was used as an instructional tool school-wide in teaching students basic math fluency needed to learn Common Core Math Standards. Additionally the use of FIAB's were used to progress monitor the learning of students in Grades 3-6. Math Lesson Design PL was provided through 6 cycles of learning and cognitive coaching for teachers in grades 3-6.

After a review of the data, Actions are working, but not at the most optimal level of impact on student learning..

Additional PL for teachers and application time of cognitive planning will be necessary in providing teachers additional time to cognitively plan Math POD's using the resources identified as rigorously aligned to the cognitive demand within the standards. Teachers will need additional time/PL to use Math FIAB's IAB's in standard and non-standard cycles to support instruction and responding to students' learning needs. MLD is being implemented at a beginning level and teachers will require additional cognitive coaching and cycles of learning to support full implementation.

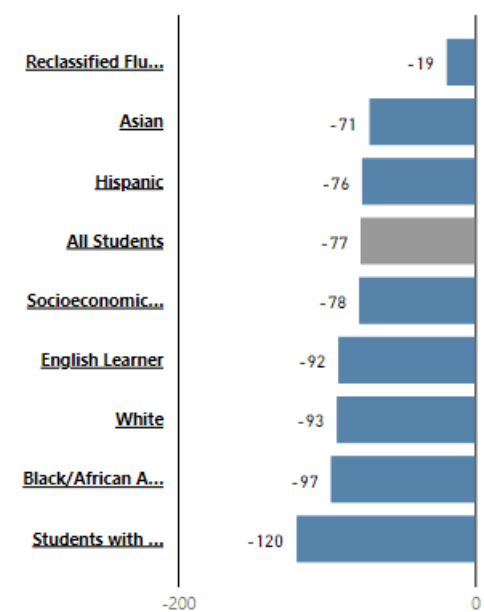
Chronic Absenteeism had negative impacts on learning for Homan Students.

Average Distance From Standard (DFS): Math SBAC 21/22



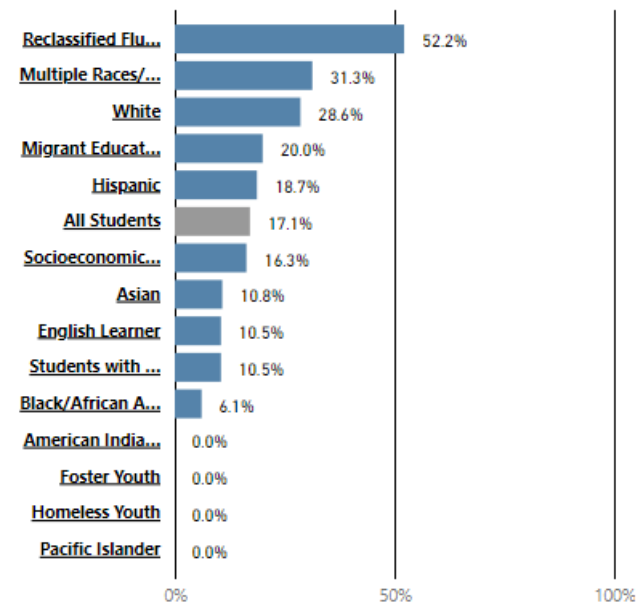
[Open in Power BI](#)
SPSA Power BI
Data as of 3/7/23, 5:06 AM Filtered by **SchoolName** (is Homan Elementary), **SchoolName** (is Homan Elementary)

Average Distance From Standard (DFS): ELA SB...



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Percentage of Students On or Above Grade Lev...



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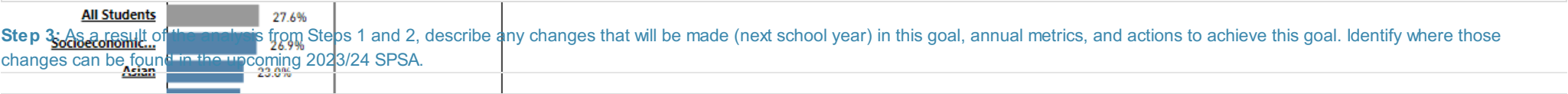
SPSA Power BI

Data as of 3/7/23, 5:06 AM

Filtered by **SchoolName** (is Homan Elementary), **SchoolName** (is Homan Elementary)



The major differences between the intended and actual implementation of the current SPSA budget and actions was the loss of learning time due to effects of chronic absenteeism and teacher still developing skills around proficient application of site Professional Learning.



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

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

SPSA Power BI 1 SSC: SSC: Needs Assessment and Feedback : Feb.19, 2023 SSC Feedback: Continue with Academic Plan described in the SPSA Technology Family Foundations Counseling HSL	2 ELAC: ELAC Needs Assessment and Feedback: Feb. 18, 2023 ELAC Feedback: Continue with Academic Plan described in the SPSA Counseling for Students	3 Staff: Staff Needs Assessment and Data Chat: March 7 & 14, 2023 Staff Feedback: Continue with Academic Plan described in the SPSA RCA Counseling HSL
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Action Details:

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

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

BAS will be progress monitored by Teachers and collected: quarterly by TSA and Principal in Grades K-2 to monitor student learning and adjust instruction.

Owner(s):

Teachers
Certificated Tutor
TSA
ILT

Timeline:

Kindergarten- Quarterly
First - Quarterly
Second - Quarterly

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

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

Owner(s):

Teachers
TSA
ILT

Timeline:

Kindergarten - Second Grade

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

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

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

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

Owner(s):

K-3 Teachers
TSA

Timeline:

1st Quarter
4th Quarter

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

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

Aug.2023: Data Meeting with PLC's to determine optimal progress monitoring tools, cycles and expectations for progress monitoring for the following grade level spans:

Kindergarten

First and Second Grades

Third through 6th Grades

SpEd Team

Expected Progress Monitoring Tools Used by Each Teacher

BAS and Phonic Survey

CFU

Common Formative Assessments

CSA

Unit Writing Performance Task

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

The PLC protocol includes:

Identification of Essential Standards

Deconstruction of standards into learning targets

Creation of a CSA for the standard

Creation of CFA for each learning target

Established Assessment RTI calendar

Cycles of instruction with RTI

Owner(s):

Professional Learning Community

TSA

Vice Principal/Principal

ILT

Timeline:

Quarterly PLC

Teachers Daily Weekly

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

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

Owner(s):

Teachers

TSA

Timeline:

Bi-annually

Details: Explain the data which will specifically monitor progress toward each indicator target		
iReady: This metric is used to provide teachers a data point to inform small group instructional opportunities. iReady data will be utilized to differentiate instruction during RTI by students using the MyPath model.	Owner(s): Teachers PLC	Timeline: Quarterly
Details: Explain the data which will specifically monitor progress toward each indicator target		
SBAC Annual Data 3rd Grade: This metric is used to set goals in content areas. Additionally, the metric is used to identify trends in low performing math claims as well as , reading targets.	Owner(s): Teachers PLC Vice Principal and Principal	Timeline: Annually
Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):		
All students TIERS 1-2 and 3 in Grades 1-3 will participate in a weekly minimum of 4 30 minute sessions differentiated reading instructional block of RTI to target reading skills /gaps. - Students will be identified by need by standard and reading level. All Teachers will cognitively plan and adjust instruction based on daily formative assessment. All PLC's will include question progression aligned to learning targets utilizing resources introduced during PL. All PLC's will learn how to review student work, apply item analysis in order to adjust instruction and provide targeted RTI to students. Write Tools strategies will be utilized by all PLC's to support Writing Standards in Grades K-6 Teachers in Grades K-2 will apply PL in Foundational Skills using the GVC of Wonders. Teachers in Grades K-2 will utilize differentiated and targeted instruction during small groups utilizing Grade Level Standards Aligned rigorous resources to teach students. Homan Students will participate in the Million Minute Reading Challenge - ATSI groups of students will be identified for additional support and have priority for targeted support before and after school - PLC Teams will continue to improve instructional supports for all sub-group students with a focus on Students with Disabilities and ELL students providing instruction through the CORE and RTI process - Reading Support will be provided by Teaching Fellows and paraprofessionals - Technology and Internet Subscriptions, graphics - Common Core Companion and additional Standards aligned resources - Teacher release time (subs) and additional time supplemental contracts - Wonders Leveled Readers and additional resources for leveled text - Corrective Reading Reading Mastery (RSP) Tier 3 - Use of Wonders Digital Components to support connections to CORE instruction - Wonder Works Tier 3 for SDC students - Students in Grades Kinder - Second Grade Participate in High Frequency Word Wiz - Students in Grades K-3 Participate Homan Million Minute Reading Challenge		
Specify enhanced services for EL students:		
- EL students will receive Designated Support in developing Language Proficiency utilizing Wonder Resources - Teachers will continue to provide additional interventions to identified EL students - EL students will receive Integrated support throughout the instructional day and targeted support in Reading Foundational Skills during RTI - EL Goal Setting and Goal Setting Data chats based on ELPAC results and EL redesignation Goal Setting		
Specify enhanced services for low-performing student groups:		
Teachers will intentionally identify baseline levels of EL and SWD groups of students. Cognitive planning will be utilized for targeted instructions based assessed need. Teachers will use the digital components of Wonders, that align to the weekly core Standards to build connections from CORE content instruction to RTI Wonders Leveled Text will be utilized during RTI for those students in Tiers 2 and 3, students who are on grade level will have access to on level text from Wonders. Teacher will progress monitor data specifically for Students with Disabilities group of students in order to intervene in a timely manner during RTI.		

Reports

- EL redesignated Recognition
- ELD Standards
- EL team of Teachers will research best practices to support students and deliver Professional Learning to staff
- EL students will be monitored for reclassification needs based on ELPAC results
- ELPAC assessors

Action 2

Title: ELA: Fourth - Sixth

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

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

iReady

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

Owner(s):

4th through 6th Grade Teachers

ILT

TSA

Timeline:

Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target CCI Cycle Data Aug. 2023 Data Meeting with PLC's to determine optimal progress monitoring tools for the following grade level spans: Kindergarten First and Second Grades Third through 6th Grades SpEd Team Expected Progress Monitoring tools to be used by all teachers CFU Common Formative Assessments CSA The PLC protocol includes: Identification of Essential standards with mini PAC: Deconstruction of standards into learning targets Creation of a CSA for the standard Creation of CFA for each learning target Established Assessment RTI calendar Cycles of instruction with RTI	Owner(s): Professional Learning Community TSA PLC's ILT	Timeline: Teachers Daily Quarterly
Details: Explain the data which will specifically monitor progress toward each indicator target IAB/FIAB PLC's in Grades 3-6 will include the use of FIAB's and IAB's in Standard and Non- Standard forms. FIAB's will be utilized by 4-6 Grade teachers to monitor progress of CORE instruction and the impact on student learning. FIAB data will be used to form RTI groups as well as rigorous content.	Owner(s): Teachers TSA	Timeline: 1st Quarter 3rd Quarter
Details: Explain the data which will specifically monitor progress toward each indicator target SBAC Annual Data; This metric is used to set goals in content areas. Additionally, the metric is used to identify trends in low performing math claims as well as reading targets.	Owner(s): Teachers and PLC	Timeline: Annually
Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction): All students in Grades 4-6 will participate in a 30 min. block of RTI (Tier 1 and Tier 2) Homan Hawk Mastery Block. The focus will be on differentiated instruction to target specific Reading Standards by student by need. Support will be provided by an RSP teacher and a .5 FTE RTI support teacher. Additionally, a 1 FTE instructional coach will be added to support 4-6 RTI with a focus on Math.		

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

Tier 1 and 2 supports will be provided daily by the classroom teacher and PLC.

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

Tier 3 support will be provided by an RSP Teacher,

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

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

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

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

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

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

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

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

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

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

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

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

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

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

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

Action 3

Title: Math: Kindergarten - Sixth

Action Details:

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

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

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

Owner(s):

Teachers

TSA

ILT

Timeline:

Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target CCI Cycle Data August 2023 Data Review with PLC's to determine optimal progress monitoring tools for the following grade level spans: Kindergarten First and Second Grades Third through 6th Grades SpEd Team Expected Progress Monitoring tools to be used by all teachers CFU Common Formative Assessments CSA/IAB/FIAB/IAB BBF Diagnostics This CCI protocol is used with identified Math essential Targets. The protocol is used in each Math chapter. The PLC protocol includes: Identification of Essential Math Targets: Deconstruction of standards into learning targets Creation of a CSA for the standard Creation of CFA for each learning target Established Assessment RTI calendar Cycles of instruction with RTI	Owner(s): Teachers PLC ILT	Timeline: Teachers Daily/Weekly Quarterly
Details: Explain the data which will specifically monitor progress toward each indicator target iReady and SBAC: This metric is used to provided teacher a data point to inform small group instructional opportunities. Additionally CFA and FIAB data will be utilized to differentiate instruction during RTI.	Owner(s): Teachers PLC	Timeline: Trii-annually
Details: Explain the data which will specifically monitor progress toward each indicator target SBAC Annual Data; This metric is used to set goals in content areas. Additionally, the metric is used to identify trends in low performing math claims as well as , reading targets.	Owner(s): Teachers PLC	Timeline: Annually
Details: Explain the data which will specifically monitor progress toward each indicator target This metric is used weekly to provide teacher feedback as to instructional focus while planning.	Owner(s): Principal and Vice Principal Teachers ILT	Timeline: Weekly

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

Tier 1 - 2:

Homan will focus on students in grades K-6 to implement a comprehensive math instructional program with an emphasis on daily targeted and differentiated instruction to ensure all students advance one level and beyond per year in math proficiency. The focus during intervention will be data driven by the PLC's and target students by need and by standard. Additionally, Homan 3rd -6th Grade teachers will be involved in FUSD professional learning focused on Math Lesson Design.(MLD). Homan Students in Grades 1-6 will be taught math fluency using BBF strategy. All students will engage in Homan BBF Progress Monitoring Quarterly .All teachers will use the POD method for reteaching Math targets.

- Use of Common Core Companion/Tools for Teachers for Cognitive planning
- Tier 1-2: All students in grades 1-6 will participate in differentiated instruction to target specific math standards by student by need.
- Tier 1 and 2 supports will be provided by the classroom teacher, PLC Team , Academic Coach and TSA
- Tier 3 supports will be provided in an after school tutorial focused on math fluency and basic math skills to close academic gaps in mathematics by grade level and varied throughout the year to distribute support.
- Teachers in Grades 3-6 will utilize Tools For Teachers to build formative assessments and POD's aligned to rigorous grade level standards.
- MATH CORE Dis-aggregate CFA/CSA data to identify how the following significant subgroups are progressing (SPED, EL, African American,)
- Staff responds to data with next steps and timely intervention based on data analysis.
- All students have opportunities for productive struggle and demonstrate perseverance in reasoning and problem solving using Go Deeper/Think Smarter type questions from Go Math or other resources.
- Materials including online resources, manipulatives, as well as BBF Math Fluency components and other common core resources, rigorously aligned to Standards
- Release time and substitutes for teachers to do peer observations, lesson studies, planning and attend SST/IEP meetings
- iReady instruction, assessment and computer time to support Tier 3 students
- Teacher and student technology, hardware, and programs, copier, tech repair
- Instruction using Go Math Chapters and approved resources for example SWJN Math/Tools for Teachers,.
- PLC's will utilize an assessment calendar to develop common checks for understanding (Exit Tickets) , CFA, Mid Chapter Assessment and End of Chapter Assessment. and POD's
- 1 FTE Instructional Academic Coach : Focus 3-6 Math RTI and PL to teachers
- Supplemental Contracts for Teachers to plan for their students' needs and POD/CFA and CSA development
- Tier 3 supplemental contracts for supports will be provided in an after school tutorial focused on Math Fluency and basic math skills to close academic gaps in mathematics
- Progress monitoring of Math performance and mastery goals by standard by student

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

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

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

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0225 Homan Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375		13,285.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Reading Intervention K-3 - Split fund with Unit 7091	44,833.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	8,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	7,392.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	18,172.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Reading Intervention K-3 - Split funded with Unit 7090	13,285.00
G1A1	One-time School	Instruction	Teacher-Supp			Teacher Supplemental Contracts	3,697.00
G1A2	Title 1 Basic	Instruction	Travel			: Travel/PL	6,001.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Books and reference	5,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	77,321.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology	5,000.00
G1A2	Sup & Conc	Instruction	Travel			Travel/PL	7,000.00
G1A2	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Subs for Admin	3,602.00
G1A2	One-time School	Instruction	Mat & Supp			Materials and Supplies **No incentives or food **	4,335.00
G1A3	Title 1 Basic	Instruction	Teacher-Subs			Teacher Subs for planning **No IEPs **	8,404.00
G1A3	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	20,000.00
G1A3	Sup & Conc	Instruction	Direct-Maint			Tech repair	1,000.00
G1A3	One-time School	Instruction	Teacher-Subs			Teacher subs for planning	13,206.00

\$259,533.00

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	✓	89.87 %	80.9 %	2022-2023	82 %

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.

2

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

Disproportionate Student Groups Identified

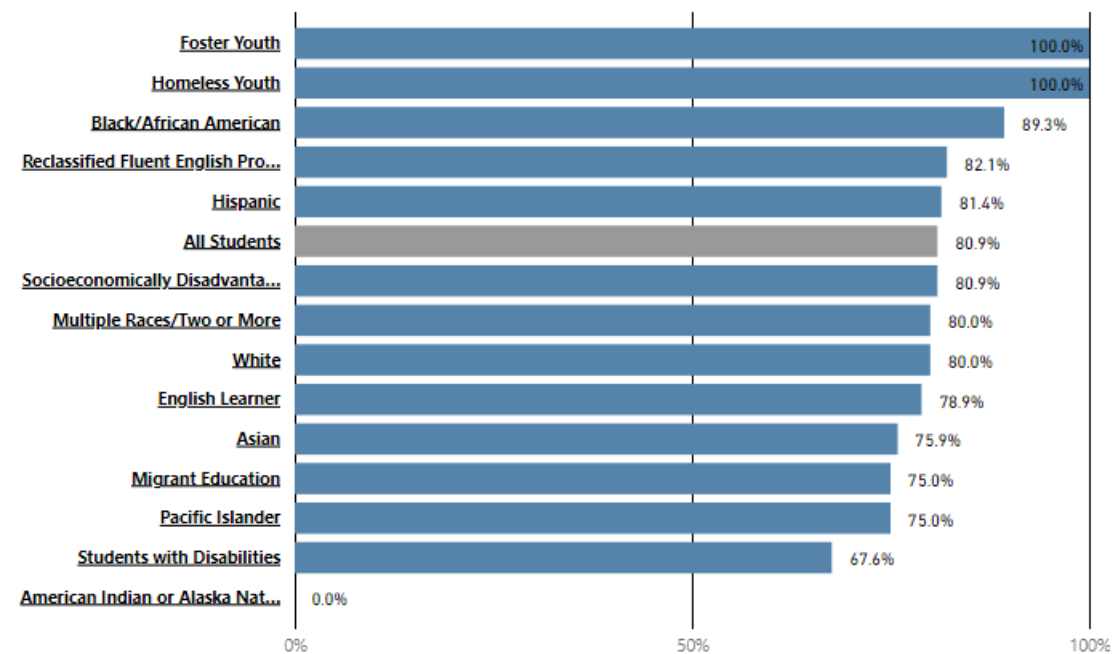
English Learners and Students with Disabilities

After an analysis of the data, findings are stated as:
All Parent Communication needs to be provided in Spanish and English.

Continued use of the HSL to communicate with parents of identified Disproportionate Student groups to ensure proper communication of all details and answer questions of concern.

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

Percentage of Favorable Responses: Student Real World Experiences Fall 22/23



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Data as of 3/7/23, 5:06 AM

Most Homan students are engaged in school based activities through participation in sports, music and clubs. School wide tracking forms for sports and clubs allowed for number of participating students to be captured and entered on a regular basis. A criteria for student participation was created in the Homan Handbook which has resulted in students having increased opportunities as well as parent communication.

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

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

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2023/24 SPSA.

Goal: Expose all Homan students to real-world learning experiences by offering multiple opportunities to participate in sports, music, clubs and real-world learning experiences throughout the 2032-24 school year. We will continue to provide real-world learning experiences, additionally Homan will intentionally apply the use of real -world connections during instruction and building opportunities to connect students on-site leadership activities to real-world applications. .

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

1 SSC:	2 ELAC:	3 Staff:
SSC: Needs Assessment and Feedback : Feb.19, 2023 SSC Feedback: Continue with Academic Plan described in the SPSA Technology FamilyFoundations Counseling HSL	ELAC Needs Assessment and Feedback: Feb. 18, 2023 ELAC Feedback: Continue with Academic Plan described in the SPSA Counseling for Students	Staff Needs Assessment and Data Chat: March 7 & 14, 2023 Staff Feedback: Continue with Academic Plan described in the SPSA, RCA Counseling HSL

Action 1

Title: Student Involved in sports, music and clubs

[Action Details:](#)

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

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

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

Owner(s):

Teachers
PLC
TSA
CCT/ILT

Timeline:

Quarterly

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

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

Owner(s):

Teachers
TSA
CCT/ILT

Timeline:

Quarterly

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

Data from Homan Student tracking and participation form

Owner(s):

Teachers
TSA
Vice Principal
CCT/ILT

Timeline:

Annually

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

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

Specify enhanced services for EL students:

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

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

Specify enhanced services for low-performing student groups:

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

Kindergarten students have the lowest participation rate due to non-participation in sports. We will provide assemblies at an earlier time to enhance participation. Increase field trip opportunities.

Progress Monitoring will take place to focus on Students with Disabilities sub group

The HSL and TSA will be utilized for progress monitoring for Students with Disability participation and English Language Learners

Action 2

Title: Exposure to Career Technical Education

Action Details:

- 1. Homan will provide opportunities for students to gain knowledge in career and technical training as well as establish competencies needed in the workplace through participation in FUSD field trips, assemblies and guest speakers.
- 2. Homan will promote competencies for workplace success by implementing a multitiered system of supports that focuses on Meaningful Work, Growth Mindset and Self Efficacy.
- 3. Homan will develop students' character and workplace competencies through Character Counts Monthly Recognition.

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

Explain the Progress Monitoring and data used for this Action

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

Review of Student Attendance Participation

Owner(s):

Teachers
PLC
HSL
TSA
Vice Principal
CCT/ILT

Timeline:

Quarterly

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

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

Owner(s):

Teachers
TSA
Vice Principal
CCT/ILT

Timeline:

Quarterly

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

- FUSD Career Education Field Trips
- Use of SEL instruction daily using Second Step/Morning Meetings/Class Meetings/Wheel of Choice
- Meaningful work opportunities
- Character Counts
- Fun Works
- Growth Mindset and Self Efficacy Instruction

- Counseling through Family Foundation and/or RCA social groups
- Extra Pay Contracts for coordinators

Specify enhanced services for EL students:

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

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

Specify enhanced services for low-performing student groups:

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

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

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0225 Homan Elementary (Locked)

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

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

\$5,000.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓	55.33 %	46.66 %	2022-2023	36 %
Suspension Rate - Semester 1	✓	-1 %	1.99 %	2022-2023	1 %

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

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

Chronic Absenteeism and Suspension Rate

Homan serves many students who are affected by trauma including homeless and foster youth. Homan Family Foundations counselor, RCA and Regional CWAS have worked to support many of the students and their diverse needs.

Chronic Absenteeism (Students with Disabilities)

Chronic Absenteeism was negatively impacted by the lingering effects of quarantine and isolation protocols from Covid. Many students continued to be kept home in the Fall by their parents out of fear of Covid and confusion regarding the changes in protocols. This year Homan had several students in the Students with Disabilities sub group with medical and emotional needs. Other agencies were involved in the support of the students, but the referral process and counseling needs resulted in missed days of instruction.

Suspension Rate

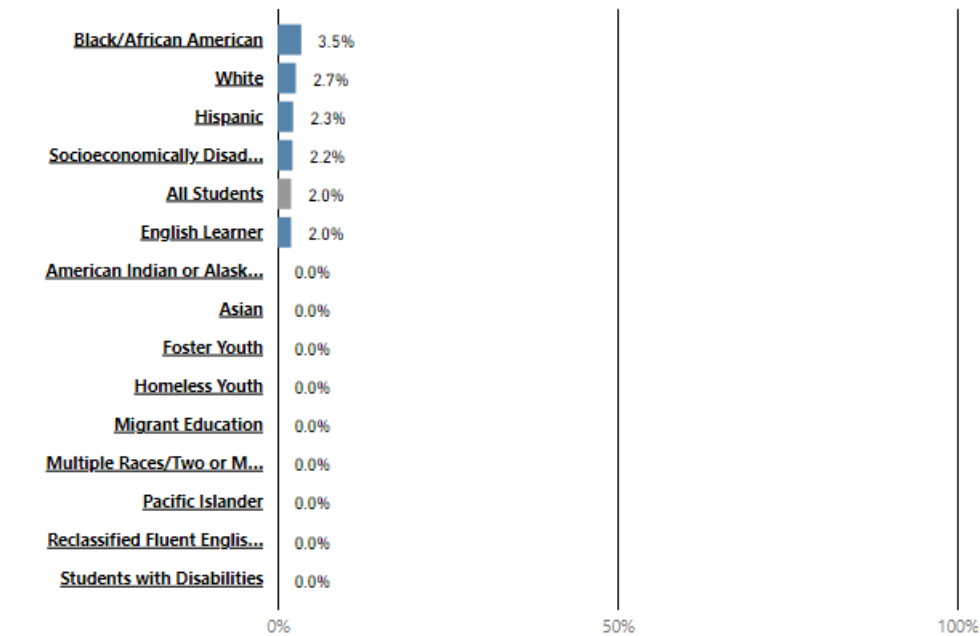
Office referrals regarding Tier 2 chronic behavior and suspensions increased due to having students return to campus after years of absences from face-to-face instruction. Students continued to need reorientation to being in a face-to-face learning environment. There were 0 student suspensions from the SWD subgroup. This may be due to the increase in focus on Tiered Response Systems, attendance, coordination of office staff, PL provided to teachers, and Principal messaging to families.

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

Chronic Absenteeism (Students with Disabilities)

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

Percentage of Distinct Students Suspended: Semester 1 22/23



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Data as of 3/7/23, 5:06 AM
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Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Attendance: The major changes between the intended and the actual implementation was the negative impact of lingering quarantine and isolation status due to Covid 19.

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 2023/24 SPSA.

As a result of the analysis of Steps 1 and 2, changes that will be made to the current plan are Homan students will start the 2023-24 academic year with the current attendance initiative that was implemented in the Fall of 2022-23.

Families will receive a handbook that is updated with attendance information including purpose, incentives and recognition. Professional learning and implementation of attendance Tier 1 supports, professional learning focus on GVC, Second Step as well as professional learning on implementation of Levels of Behavior and strategies will be provided to all teachers in Aug. 2024. Teachers will continue to develop efficacy in the area of Cultural Proficiency through professional learning on Culturally Proficient Practices, Multilingual Experiences and Social Action increasing recruitment and retention of our staff to reflect the diversity of our Homan community by creating a safe and inclusive climate that promotes relationships, collaboration, diversity and our values.

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

1 SSC: SSC Meeting 2/9/23 Feedback includes: Technology Family Foundations Counseling HSL	2 ELAC: ELAC Meeting 2/16/23 Feedback includes: Counseling for students	3 Staff: Staff Meeting 3/7/23 and 3/14/23 Feedback includes: RCA Counseling HSL
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Action 1

Title: Attendance

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target Attendance Data: ATLAS California Data Dashboard	Owner(s): Teachers Regional CWAS HSL CCT/ILT TSA	Timeline: Weekly Quarterly Annually
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Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Implement attendance incentive program for students through the coordination of the teachers and TSA

Implement attendance incentive program for students and parents through the guidance of the Home School Liaison with support from the Regional CWAS.

Implementation of Homan Tiered system of supports under MTSS guidelines

Teachers will implement attendance initiative in conjunction with Homan Attendance 3 tiers of Response

Implement a daily, weekly, monthly and quarterly recognition program for improved attendance.

FUSD Saturday Academy

Hold SST meetings for students with academic, behavior, and attendance concerns.

Graphics/ materials and supplies and Homan Handbook focused on attendance

Subs for release time teachers to meet regarding the Tiered System of supports

Family Foundations and Resource Counseling Assistant

Utilize Family Engagement Hour by the HSL to communicate regarding attendance, local mileage as needed

Specify enhanced services for EL students:

All communication will be translated by HSL to allow access to information.

All ELL students with chronic absenteeism will be supported by the teacher and Home School Liaison

Specify enhanced services for low-performing student groups:

Regional CWAS Intervention Specialist will directly work with identified students on :

Particular focus will be on SWD, EL and African American student populations.

Communication to parents - HSL mileage/extra time

Incentives

Daily check in with students to connect their attendance to increased student learning.

Action 2

Title: Positive Behavior Support

Action Details:

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

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Quarterly Student Referral Data

ATLAS

Owner(s):

Teachers

Culture Climate Team

HSL

Timeline:

Quarterly

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):
• Character building groups with RCA Regional CWA (Girl Power), and counseling service from Family Foundations • Homan Guideline for Success will be used daily • Second Step will be taught in every grade level weekly • Classroom Meetings will be held daily • Mandatory bullying lessons will be implemented • Classroom Management Plan including student targeted incentive plan • Incentives and school wide implementation: Homan Lines, Blue Homan Hawk week raffle, monthly raffle, Characteristic Counts, monthly event with Funworks • Materials and supplies will be purchased to support the Positive Behavior Support System at Homan. For example: Funworks contracts, incentives and rewards, Super Hawk Raffle, FUSD Graphics and Character Counts activities • Utilize Family Engagement Hour by the HSL to communicate regarding PBS structures

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

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0225 Homan Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Attendance & Social Work Service	Local Mileage			HSL mileage	300.00
G3A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Family Foundation Services : Counseling	50,160.00
G3A2	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : FunWorks	5,000.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		17,001.00

\$72,461.00

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	✓	87.04 %	91.13 %	2022-2023	92.23 %

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.

Percentage of Favorable ...

91.1%

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All actions to engage student, families and staff were completed.

Favorable results on climate culture surveys by students, families and staff, were a result of full implementation of the SPSA plan without Covid restrictions.

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

There are no identified resource inequities to meet intended goals identified in the plan of action. There are no identified resource inequities that contribute to disproportionality to identified student groups.

Additionally, the actions identified by the Homan Climate Culture team, were implemented to improve student engagement and create a sense of belonging at school.

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

For the 2023 academic year there were no identified major differences between intended and actual implementation of actions and budget expenditures.

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 2023/24 SPSA.

Changes that will be made for the 2032-2024 academic year to achieve this goal are: Increased involvement in staff team building activities Increased opportunities for staff voice through ILT and CCT .
March 2023 Homan ILT will start the development of Professional Learning for all staff in August 2023. Professional Learning will focus on Staff Commitments aligned to the PLC process and rubric.
Additionally, the ILT will create and deliver Professional Learning to all staff focused on high leverage actions aligned to the 4 guiding questions of a PLC and products aligned to the 4 questions.
All Agendas for ILT will be shared with staff, so their is shared knowledge as to academic discussions, decisions and actions to implement.
Homan ILT will attend Solution Tree PLC Conference in September 2023. Professional Learning opportunities for staff will be identified by ILT with a goal of developing shared knowledge, understand and expectations.
ILT will share Quarterly data reviews around BAS/BBF/FIAB's and Essential Standards data.
Internal Surveys will be used to monitor effectiveness of shared decision making, actionable instructional feedback and staff sense of belonging.

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

1 SSC:

SSC: Needs Assessment and Feedback : Feb.19, 2023
SSC Feedback: Continue with Academic Plan described in the SPSA

Technology
Family Foundations Counseling
HSL

2 ELAC:

ELAC Needs Assessment and Feedback: Feb. 18, 2023
ELAC Feedback: Continue with Academic Plan described in the SPSA

Counseling for Students

3 Staff:

Staff Needs Assessment and Data Chat: March 7 & 14, 2023
Staff Feedback: Continue with Academic Plan described in the SPSA

RCA
Counseling
HSL

Action 1

Title: Staff Engagement

Action Details:

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

Reasoning for using this action:

☐ Strong Evidence

☒ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

FUSD Staff Survey

- ILT and CCT teams will include staff voice in decision making
- Professional learning opportunities to help build teacher capacity
- "Teacher/Staff of the Month" both teachers and classified staff will choose a member to highlight each month. Their picture will be taken and posted and they will receive a banner to hang in their classroom/workspace. The following month they will choose the next person.
- Contracts for staff support committees
- August Staff Opening of School Challenge
- Quarterly treat and email thread of staff Quarterly Celebrations and shout outs
- Sunshine club to organize monthly activities such as potlucks, paint night, game night, etc.
- Special Days to focus on Staff, i.e. Red Ribbon Week/Winter Break Dress Up/Read Across America/Social Emotional Learning Celebration
- May Staff Appreciation and Day of the Teacher Celebration
- Family Foundations to provide professional learning to support staff mental health
- Staff appreciation meals and activities
- Incentives including t-shirts, sweatshirts, and materials/supplies
- "Check Ins" with staff members
- Contracts for team building

Owner(s):

Principal

Vice Principal

Social Committee

Timeline:

Winter 2023

Describe Direct Services to Staff in support of students, including materials and supplies required (curriculum and instruction):

- Student Academics: Teacher at Homan, will be administered a survey in Spring 2023 to identify any additional resources or materials and supplies they will need to support student learning.
- Student Centered and Real-World Learning: Teacher at Homan, will be administered a survey in Spring 2023 to identify any additional resources or materials and supplies they will need to support student learning in relation to student centered real- world contexts.
- Student Engagement: Teacher at Homan, will be administered a survey in Spring 2023 to identify any additional resources or materials and supplies they will need to support student learning in relation to student engagement in the learning environment.
- The Homan Climate Culture Team and ILT will review survey results and make recommendations for any resources, professional learning and supports to staff and students.

Specify enhanced services for Staff in support of EL students:

Specify enhanced services for Staff to support low-performing student groups:

- Analysis and Review of ELPAC data and aligned student supports
- PL focused on integrated ELD using core

Semester Data Review and Progress Monitoring of Students

Identify action steps/ instructional supports as a result of data review

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0225 Homan Elementary (Locked)

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

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

\$5,000.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	96.81 %	84.11 %	2022-2023	94.11 %

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

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

Family Goal - Site defined current reality: Due to the lingering effects of Covid protocols, in-person events were slowly implemented and not well attended in the Fall. SSC and ELAC have not been well attended.

Climate Culture Parent Survey- percent favorable in family engagement domain

Jogathon and Family Fun Night were planned for the 2022-23 school year but were not carried out due to heat related restrictions at the time they were planned. The remaining events were successfully carried out or are currently in progress as we head into the remainder of the year.

Percentage of Favorable ...

84.1%

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

Family Goal - Lingering concerns regarding Covid and protocols as well as heat-related issues were barriers for two family events in the beginning of the year. An inadequate amount of communication may have been the barrier to parents engaging in SSC and ELAC.

Parent Survey- percent favorable in family engagement domain

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

During the 2022-23 school year, we were unable to host two planned and budgeted events. Any expenditures that were set aside for these events were transferred to materials and supplies for classroom instruction.

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 2023/24 SPSA.

During 2023-24 school year, increase two way communication and engagement opportunities for families. We will host seven family events.

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

1 SSC:

SSC 2/9/23
Back to School Night
Christmas Program
Open House
Awards' Ceremonies
Spring Music Concert
Goodies with Guardians (Pastries with Parents)
Guardian Gala Dance

2 ELAC:

ELAC 2/16/23
Attendees requested the return of the Christmas program, Pastries with Parents and Spring Music Concert.

3 Staff:

Staff Meeting 3/7/23 and 3/14/23
Staff supports the seven parent opportunities for engagement

Action 1

Title: Family Engagement

Action Details:

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

- Back to School Night
- Open House

- Awards' Ceremonies
- Christmas Program
- Spring Music Program
- Goodies with Guardians (formerly Pastries with Parents)
- Guardian Gala Dance

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

Planning Documents/event committees

Master Calendar

Spending of budgeted funds

Owner(s):

Admin/TSA

HSL

Committee members (staff)

Parent volunteers

Timeline:

- Committees to be determined by the end of the 2022-23 school year
- Events to be placed on the master calendar by the end of the 2022-23 school year
- Committees to meet six weeks prior to each event
- Allocated funds to be spent by April, 2024

Describe Direct Services to Families in support of students, including materials and supplies required (curriculum and instruction):

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

Specify enhanced services for Families of EL students:

Flyers/posters/communications to be translated by HSL. Translators available during planning meetings and events. Parent participation encouraged.

Staff will recruit and encourage participation of families of our EL sub group of students.

Specify enhanced services for Families of low-performing student groups:

Events to be low cost or no cost with the exception of vendor items.

Staff will recruit and encourage participation of families of African American and SWD sub groups of students.

Action 2

Title: Parent Involvement

Action Details:

Promote, solicit and retain parents for SSC and ELAC.

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Attendance sign ins for each meeting SSC/ELAC	Admin	Promoting and soliciting parents for SSC and ELAC by the end of the 2022-23 school year. HSL to reach out to at least 20 new parents per month throughout the 2023-24 school year.
Parent contact data from HSL (promoting and retaining)	HSL	
Climate Culture Parent Survey	Parent University	
Utilize Family Engagement Hour by the HSL to communicate regarding attendance		

Describe Direct Services to Families in support of students, including materials and supplies required (curriculum and instruction):

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

Specify enhanced services for Families of EL students:	Specify enhanced services for Families of low-performing student groups:
Input from parents at SSC and ELAC meetings	Parent voices valued and their input being strongly considered during site based decision making in ELAC and SSC.
	Food and babysitting to be provided for meetings.

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0225 Homan Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies/parent engagement **No incentives or food **	2,500.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Interpreters for parent meetings	1,967.00
G5A2	LCFF: EL	Parent Participation	Oth Cls-Supp			Parent Participation/Babysitting	656.00

\$5,123.00

2023-2024 Budget for SPSA/School Site Council

State/Federal Dept 0225 Homan Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375		13,285.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Reading Intervention K-3 - Split fund with Unit 7091	44,833.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	8,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	7,392.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	18,172.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Reading Intervention K-3 - Split funded with Unit 7090	13,285.00
G1A1	One-time School	Instruction	Teacher-Supp			Teacher Supplemental Contracts	3,697.00
G1A2	Title 1 Basic	Instruction	Travel			: Travel/PL	6,001.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Books and reference	5,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	77,321.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology	5,000.00
G1A2	Sup & Conc	Instruction	Travel			Travel/PL	7,000.00
G1A2	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Subs for Admin	3,602.00
G1A2	One-time School	Instruction	Mat & Supp			Materials and Supplies **No incentives or food **	4,335.00
G1A3	Title 1 Basic	Instruction	Teacher-Subs			Teacher Subs for planning **No IEPs **	8,404.00
G1A3	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	20,000.00
G1A3	Sup & Conc	Instruction	Direct-Maint			Tech repair	1,000.00
G1A3	One-time School	Instruction	Teacher-Subs			Teacher subs for planning	13,206.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies	5,000.00
G3A1	Title 1 Basic	Attendance & Social Work Services	Local Mileage			HSL mileage	300.00
G3A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Family Foundation Services : Counseling	50,160.00
G3A2	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : FunWorks	5,000.00
G3A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		17,001.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies	5,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies/parent engagement **No incentives or food **	2,500.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Interpreters for parent meetings	1,967.00
G5A2	LCFF: EL	Parent Participation	Oth Cls-Supp			Parent Participation/Babysitting	656.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$67,365.00
Sup & Conc	7090	\$217,042.00
LCFF: EL	7091	\$41,472.00
One-time School	7099	\$21,238.00
Grand Total		\$347,117.00

\$347,117.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$259,533.00
G2 - Expand student-centered and real-world learning experiences	\$5,000.00
G3 - Increase student engagement in their school and community	\$72,461.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$5,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$5,123.00
Grand Total	\$347,117.00