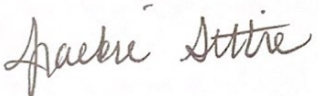


Homan Elementary

10621666006290

Principal's Name: Jackie Sittre

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

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<b>Topic</b>	<b>Details</b>
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Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> <li>• <i>Needs Assessment: Data Analysis and identification of needs and goals</i></li> <li>• <i>Actions designed to meet needs and targeted goals</i></li> <li>• <i>Budget allocations and planned expenditures</i></li> </ul>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

<b>District Goals</b>	
<p>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.</p>	
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**

<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>

**School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. Principal - Jackie Sittre	X				
2. Chairperson – Tamara Thompson Cummings				X	
3. Blanca Ledesma		X			
4. Peggy Harrison			X		
5. Mia Eichorn		X			
6. Kim Vasquez		X			
7. Jessica Castaneda				X	
8. Araceli Ochoa				X	
9. Zoua Thao				X	
10. Timothy Garcia				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
ELAC reviewed the SPSA as a school advisory committee. <input checked="" type="checkbox"/>
ELAC voted to consolidate with the SSC. Date _____.

**Required Signatures**

School Name:			
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	<i>Jackie Sittre</i>	3/22/22
SSC Chairperson	Tamara Cummings	<i>Tamara Cummings</i>	3/23/22

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 2022/23

Homan - 0225

**ON-SITE ALLOCATION**

3010	Title I	\$62,946 *
7090	LCFF Supplemental & Concentration	\$212,300
7091	LCFF for English Learners	\$41,600
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$116,050</u>
<b>TOTAL 2022/23 ON-SITE ALLOCATION</b>		<b>\$432,896</b>

* 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	\$2,152
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$60,794</u>
	Total Title I Allocation	\$62,946

## Homan Elementary 2022-2023 - 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
i-Ready ELAD2 proficiency - percentage of students on/above	✓		21.76 %	2021-2022	30 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		12.6 %	2021-2022	21 %

**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.

#### **I-Ready ELA D2 On Level**

Homan focus was on effective Tier 1 instruction through professional learning and the PLC process. In addition, the past 4 years, Homan has collaborated with 4 schools, Del Mar, Roeding and Muir (Mini Pac), in cycles of cognitive planning Plan, Do, Study, Act. There will be a continued focus on the work of the PLC teams in support of the school-wide RTI block using student data to identify students' learning needs. Progress monitoring will be used focused on essential standard data to goal set, intervene and partner with parents in instructional needs of students. Tiered levels of support will be used to provide intervention for students to master grade level content and in closing the gap of students reading on grade level. Based on a review of the Fall and Winter diagnostic growth report, there was growth in all grade levels, however it is difficult to determine if data is reliable and valid as chronic absenteeism affected optimal student learning.

#### **i-Ready ELA Data Results Fall Winter Growth**

	FALL	WINTER	GROWTH
<b>KINDER</b>	10%	41%	29%
<b>1<sup>st</sup></b>	9%	16%	7%
<b>2<sup>nd</sup></b>	14%	23%	9%

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

#### **I-Ready ELA D2 On Level**

Despite the instructional schedule being developed to support more instructional minutes, Chronic Absenteeism negatively impacted optimal learning learning outcomes. In addition, the PLC and PL schedules were negatively impacted by union and FUSD agreements due to Covid 19.

#### **i-Ready ELA D2 On Level (Students With Disabilities)**

The Students with Disability group is the lowest performing group. However the intended plan support was not fully implemented due to Chronic Absenteeism and Isolation/Quarantine status.

There were no identified resource inequities.

#### **I-Ready Math D2 On Level**

The Students with Disability group is the lowest performing group. However the intended plan support was not fully implemented due to Chronic Absenteeism and Isolation/Quarantine status.

3 <sup>rd</sup>	16%	31%	15%
4 <sup>th</sup>	13%	22%	9%
5 <sup>th</sup>	6%	8%	2%
6 <sup>th</sup>	8%	13%	5%

**I-Ready ELA D2 On Level (Students With Disabilities)**

Teachers are using FUSD adopted CORE to plan with their mini pac, and PLC to design lessons and use assessments to differentiate instruction. Tiered levels of support will be used to provide intervention for students to master grade level content. Based on a review of the Fall and Winter diagnostic growth report, there was growth in all grade levels, however it is difficult to determine if data is reliable and valid due to Chronic Absenteeism and negative impacts to learning through the isolation and quarantine status. It will be essential for grade levels to focus on collaborative PLC planning of core instruction using CFA's , FIAB's and IAB's. Grade levels reported the change in the instructional schedules and PLC/PL meetings was not beneficial. Many students were not present for instruction due to quarantine and close contact protocols. Continued planning with the collaborative Math mini pac will enable teachers to learn content and instructional design aligned to the rigor of the standard.

**i-Ready Math Data Results Fall Winter Growth**

	FALL	WINTER	GROWTH
KINDER	6%	26%	20%
1 <sup>st</sup>	2%	8%	6%
2 <sup>nd</sup>	3%	15%	12%
3 <sup>rd</sup>	4%	16%	12%
4 <sup>th</sup>	3%	10%	7%
5 <sup>th</sup>	1%	3%	2%
6 <sup>th</sup>	5%	12%	7%

**I-Ready Math D2 On Level (Students With Disabilities)**

Teachers are using FUSD adopted CORE to plan with their mini pac, and PLC to design lessons and use assessments to differentiate instruction. After a review of the actions outlined in the current SPSA, analysis determined that goals were not met due to students not able to benefit from the full implementation of the SPSA due to COVID. All student groups were affected by this issue. Quarantine and Isolation status caused major disruption to student learning resulting in students with fractured understanding of core content and concepts.

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

The major differences between the intended and actual implementation of the current SPSA budget and actions was the loss of learning time due to effects of the pandemic. Quarantine and Isolation status negatively impacted student learning.

**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 2022-23 SPSA.

As a result of the analysis from Steps 1 and 2, there will be the following changes made for next year to the SPSA. The goal will be full implementation of the SPSA. Full Implementation of Levels of Behavior, Full Implementation of 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 area of the PLC structure. PLC's will focus on essential standards 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.

**1** SSC:

SSC: Needs Assessment and Feedback : Feb. 24, 2022  
SSC Feedback: Continue with Academic Plan described in the SPSA

**2** ELAC:

ELAC Needs Assessment and Feedback: Feb. 24, 2022  
ELAC Feedback: Continue with Academic Plan described in the SPSA

**3** Staff:

Staff Needs Assessment and Data Chat: Feb.28, 2022  
Staff Feedback: Continue with Academic Plan described in the SPSA, Use of Instructional Coach should target 4-6 Grades in Math Support

**Action 1**

**Title:** ELA Kindergarten - Third

**Action Details:**

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

**Reasoning for using this action:**  Strong Evidence  Moderate Evidence  Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

**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** will be used by 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  
Certificated Tutor  
ILT

**Timeline:**

Kindergarten - Second Grade

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

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

**Owner(s):**

2nd -6th Grade

**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.

June 2022: 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**

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 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

Regional PAC (Del Mar Homan Muir Roeding)

Vice Principal/Principal

ILT

**Timeline:**

Quarterly PAC

Teachers Daily Weekly

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

**FIAB/IB 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 provided teacher a data point to inform small group instructional opportunities. iReady data will be utilized to differentiate instruction during RTI. by students using the My Path model.

**Owner(s):**

Teachers PLC

**Timeline:**

Quarterly

**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  
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.
- Sub- group 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 provide instruction through the RTI process
- Support will be provided by, Certificated Tutor/Para Professionals and Teaching Fellows.
- Materials to be utilized may include Wonders
- Technology
- Common Core Companion
- Backwards Mapping
- Teacher release time (subs)
- 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
- Head Sprout/Reading A-Z RAZ KIDS PLUS/STARFALL
- 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 Mnuet Reading Challenge

**Specify enhanced services for EL students:**

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

**Specify enhanced services for low-performing student groups:**

Teachers will intentionally identify baseline levels of African American and EL and SWD sub 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.

Guided reading 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 sub group in order to intervene in a timely manner during RTI.

## Action 2

**Title:** ELA Fourth - Sixth

### Action Details:

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

<b>Reasoning for using this action:</b>	<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

##### 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.

#### Owner(s):

4th through 6th Grade Teachers

ILT

#### Timeline:

Quarterly

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

##### CCI Cycle Data

June 2022: 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 AC 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

Regional PAC (Del Mar Homan Muir Roeding)

ILT

#### Timeline:

Teachers Daily Quarterly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

**IAB/FIAB**

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  
3 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

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

**IPG Data** This metric is used weekly to provide teacher feedback as to instructional focus while planning .

**Owner(s):**

Principal /Ice Principal  
Teachers

**Timeline:**

Weekly

[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 1-2: Students will participate in differentiated instruction in Studentship by need based on identified Essential Standards.

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

Disaggregate CFA/CSA data to identify how the following significant subgroups are progressing(SPED, EL ,African American, and foster youth)

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

Materials to be utilized may include Wonders materials (ex. Leveled Readers),Corrective Reading/Reading Mastery, iReady Materials, and Wonderworks, etc.

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 instructio

- Materials to be utilized may include Wonders and Go Math additional CCSS based resources ect.
- 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 -TNTP
- Wonders Leveled Readers ect.
- Corrective Reading Reading Mastery (RSP) fot Tier 3 Students
- Head Sprout/Reading A-Z RAZ KIDS PLUS STARFALL
- Technology software and hardware

- Wonder Works Tier 3 Intensive
- Incentives for Growth
- Copier Lease and supplies

**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 sub groups of students. Cognitive planning will be utilized for targeted instructions based assessed need. Teachers will use the digital components of Wonders, that align to the weekly core Standards to build connections from CORE content instruction to RTI.

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

Teacher will progress monitor data specifically for Students with Disabilities sub group 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.

<b>Reasoning for using this action:</b> <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> 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.

**Owner(s):**

Teachers  
TSA  
ILT

**Timeline:**

Quarterly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

**CCI Cycle Data**

.June 2022: 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/IAB/FIAB

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

The PLC protocol includes:

- Identification of Essential standards within targets 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):**

- Teachers
- PLC's
- Regional PAC
- ILT

**Timeline:**

- Teachers Daily/Weekly
- Regional PAC Quarterly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

**iReady:** This metric is used to provide teacher a data point to inform small group instructional opportunities. iReady 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](#)

**IPG Data::** 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 \(curriculum and instruction\):](#)

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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 5th and 6th Grade teachers will be involved in FUSD professional learning focused on Math Lesson Design. **MLD**

- Common Core Companion 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, AC Team and Math 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.
- Continued CCI cycle work in math with regional PAC (embedded learning) and differentiated learning by AC AC's creating CFU, CFA, and CSA's for all students
- MATH CORE Dis-aggregate CFA/CSA data to identify how the following significant subgroups are progressing (SPED, EL, African American, and foster youth)
- 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 GoMath or other resources.
- Materials including online resources, manipulative, as well as Math Fluency components and other common core resources, etc. as well as EngageNY where gaps are present
- 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 Teacher and student technology, hardware, and programs
- Backwards Mapping from pre-assessment to post 2- 3 weeks of instruction using Go Math Chapters. PLC's will utilize an assessment calendar to develop common checks for understanding ( Exit Tickets ), CFA, Mid Chapter Assessment and End of Chapter Assessment.
- 1 FTE Instructional Coach : Focus 4-6 Math RTI and PL to teachers
- Supplemental Contracts for Teachers to plan for their students' needs and CFA and CSA development
- Tier 3 supports will be provided in a after school tutorial focused on Math Fluency and basic math skills to close academic gaps in mathematics
- Continue CCI Cycle with Mini PAC, Embedded and differentiated learning determined by AC
- 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 sub groups. 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.

# 2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0225 Homan Elementary (Locked)

## G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Teacher Subs **No IEPs**	8,439.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies **No food or incentives**	1,547.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.3000	RTI Manager/Student ELA support	30,904.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	6,191.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	1,654.00
G1A1	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : Reading Intervention K-3	83,622.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Books and reference	500.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies; Also Campus Branding to support staff engagement - G4A1	100,005.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology	5,458.00
G1A2	Sup & Conc	Instruction	Travel			Conferences/PL	5,000.00
G1A2	One-time School	Instruction	Nc-Equipment			: Technology	32,428.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			Teacher subs for planning	13,260.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Certificated Supplemental Contracts	2,476.00
G1A3	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies	27,428.00
G1A3	Sup & Conc	Instruction	Travel			: Conferences/PL	8,000.00
G1A3	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	20,000.00
G1A3	Sup & Conc	Instruction	Direct-Maint			Tech Repair	1,000.00
G1A3	Sup & Conc	Instruction	Direct-Graph			Graphics	1,000.00
G1A3	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Subs for Admin	3,617.00

**\$352,529.00**

**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	✓		84.77 %	2021-2022	89.87 %

**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.

**Student-centered real world learning experience - Site Defined**

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.

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

**Student-centered real world learning experience - Site Defined**

Real world learning experiences sometimes require parent permission and some students are not allowed to participate because of this. Because some parents do not understand the outcome of an experience or do not get the opportunity to travel, they can experience anxiety and reluctance to allow their child to attend real-world learning experiences.

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

All in-person field trips were moved to Quarter 3 and 4 due to the COVID-19 pandemic restrictions. With the exception of Leadership in the 3rd quarter, In-person clubs were cancelled, so contracts were not funded. Sports were put on pause district-wide due to Covid, however Homan began an intramural basketball team in the 3rd quarter. In addition, supplemental contracts were not funded due to paused sports and clubs.

**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 2022-23 SPSA.

Goal: Expose all Homan students to real-world learning experiences by offering multiple opportunities for them to participate in sports, music, clubs and real-world learning experiences throughout the 2022-23 school year.

We will continue to provide real-world learning experiences through field trips.

**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 provided input and feedback  
Technology  
Teaching Fellows  
Increase Family Foundations

**2** ELAC:

ELAC reviewed in March 2021  
Technology  
HSL

**3** Staff:

ILT, CCT and PLCs  
TSA  
SEL Supports - RCA, increase Family Foundations  
Technology  
CT  
Teaching Fellows

### Action 1

**Title:** Student Involved in sports, music and clubs

[Action Details:](#)

Homan will foster a sense of belonging through greater participation in school life through engagement activities. Homan will increase real-world learning experiences throughout the year by students engaging in clubs, athletic teams, co-curricular activities, visual and performing arts activities, and class sponsored activities. Homan Elementary School will provide an inclusive school climate, focused on building relationships and promoting increased participation with attention given to reducing disproportionality 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 parents
- PLI opportunities in clubs
- 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 African American and SWD sub groups of students.

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.

Use of Buddy Classes to engage in Arts and Activities

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

## 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](#)

**Student Engagement Tool**

**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](#)

**FUSD and 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
- 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.

[Specify enhanced services for low-performing student groups:](#)

African American students are effected due to chronic absenteeism as well as the students identified as

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

homeless. Enhanced services can include Intervention Specialist can reach out to parents at targeted grade levels and message opportunities for students.

Teachers will recruit and monitor participation of African American and SWD sub groups of students.

# 2022-2023 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 & 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	✓		65.93 %	2021-2022	55.33 %
Suspension Rate - Semester 1	✓		1.9 %	2021-2022	-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, homelessness and live in foster homes. Homan Family Foundations counselor, RCA and CWAS have worked to support many of the students and their diverse needs..

**Chronic Absenteeism (Students with Disabilities)**

Chronic Absenteeism was negatively impacted by:

1. Quarantine and Isolation Protocols focused on Health and Safety

Many students were kept home by their parents out of fear of Covid, a confusion as to when to return to school based on CAT team referrals and attending school through virtual instruction in absence of Q code.

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 a 1.5 year absence from face to face instruction.

Students needed to re-orient to being a leaning in a complex learning environment.

There were 4 student suspensions from the SWD subgroup.

Despite the development of the Homan Tiered Response System to attendance, coordination of office staff, PL provided to teachers, African American A4 collaboration with the Street Saints and Principal messaging to families, attendance did not improve due to quarantine and isolation status of students.

**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 pandemic quarantine and isolation status, students missed instruction at higher rates than prior years.

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

The major changes between the intended and the actual implementation was the negative impact of 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 2022-23 SPSA.

As a result of the analysis of Steps 1 and 2 changes that will be made to current plan are Homan students will start the the 2022-2023 academic year with the Attendance Be a Hero focus. Families will receive a handbook that is updated with attendance information including purpose, incentives and recognition. Professional learning and implementation of attendance Tier 1 support , 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. 2022. 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 MTG 2-24-22

Feedback includes:

Technology/ Family Foundations Counseling HSL

**2** ELAC:

ELAC MTG 3-4-22

Feedback includes:

Counseling for students

**3** Staff:

Staff Meeting 2-28-22

Feedback includes:

RCA

Counseling

HSL

## 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

CWAS

HSL

CCT/ILT

[Timeline:](#)

Weekly

Quarterly

Annually

[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 Home School Liaison with support from the CWAS.

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

Implementation of Homan Tiered system of supports under MTSS guidelines

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

Implement a Daily, Weekly 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

FUSD Behavior Intervention Specialist and RCA

[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 Home School Liaison

[Specify enhanced services for low-performing student groups:](#)

CWAS Intervention Specialist will directly work with identified students on :

Particular focus will be on SWD 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

Timeline:

Quarterly

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

CCT will review:

Suspension Data

Owner(s):

Teachers

Culture Climate Team

Timeline:

Quarterly

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

CCT will review:

Suspension Reports

ATLAS

California Data Dashboard Report

Owner(s):

Teachers

Vice Principal

Principal

Timeline:

Weekly

Quarterly

Annually

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

- Character building groups with RCA, CWA, and counseling service from Family Foundations, additional counseling will be provided to students
- Homan Guideline for Success will be used daily
- Second Step and Class Meetings will be taught in every grade level weekly
- Classroom Management Plan including student targeted incentive plan
- Incentives and school wide imitative implantation: Homan Lines, Blue Homan Hawk week Raffle, Monthly Raffle Characteristic Counts Monthly Event:
- Materials and supplies will be purchased to support the Positive Behavior Support System at Homan. For example: Fun works Contracts, incentives and rewards, Super Hawk Raffle, FUSD Graphics and Character Counts activities

Specify enhanced services for EL students:

RCA will meet with EL students to explain positive behavior support system and target Character Counts Incentives

Specify enhanced services for low-performing student groups:

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
5. Meaningful Work

## 2022-2023 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
G3A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Family Foundation Services : Counseling Services	50,160.00
G3A2	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Fun works: Positive Behavior Supports	5,000.00
G3A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	Cummings, Isaac	14,556.00

**\$69,716.00**

**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	✓		85.94 %	2021-2022	87.04 %

**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 Goal - Site Defined**

Current Identified actions in SPSA were difficult to implement due to the virtual option of Staff PL and PLC's. Additionally, there were reduced opportunities for staff to engage in PL and PLC's.

**Staff Survey—Overall Positive Rating in Belonging Domain** The expected outcomes for this metric were impacted due to the virtual option of Staff PL and PLC's. Additionally, there were reduced opportunities for staff to engage in PL and PLC's..

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

**Staff Goal**

Site Defined Goal After analysis: The resource of time in PL and PLC's was identified as a possible inequity that could contribute to disproportionality to students groups as it relates to this goal.

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

The major difference differences between the intended and actual implementation of actions and budget expenditure to meet the goal were limitations imposed by the pandemic and subsequent health and safety actions. Limitations of time and space which included new schedules regarding staff meetings and PL's were vastly different from previous years.

PL and PLC are the structures by which we collaborate, build community around common supports for students, and implement staff connections and celebrations..

**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 2022-23 SPSA.

Changes that will be made for the 2022-2023 academic year to achieve t this goal are: Increased involvement in staff team building activities Increased opportunities for staff voice through ILT and CCT Increased learning in Cultural Proficiency Teachers will continue to develop efficacy in the area of Cultural Proficiency through professional learning around 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 MTG: 2-24-22  
Feedback: Include incentives for staff  
Needs assessment and survey

**2** ELAC:

ELAC MTG 3-4-22  
Feedback: Include Staff Incentives

**3** Staff:

Staff MTG 2-28-22  
Feedback Survey focused on what is a Sense of Belonging to Staff

### Action 1

**Title:** Staff Engagement

[Action Details:](#)

Homan will create a safe environment that promotes staff engagement and values 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

**Owner(s):**

Principal

**Timeline:**

Winter 2022

- ILT and CCT teams will offer opportunities to include staff voice in decision making.
- Cultural Proficiency training will continue
- 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
- Sunshine club to organize monthly activities such as potlucks, paint night, game night, etc.
- 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

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- Student Academics: Teacher at Homan, will be administered a survey in Spring 2021 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 2021 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 2021 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 Professional Development or Staff Services to support EL students:

- Cultural Proficiency Training
- Analysis and Review of ELPAC data and aligned student supports
- PL focused on intergraded ELD using core

Specify Professional Development or Staff Services to support low-performing student groups:

- Cultural Proficiency Training
- Semester Data Review and Progress Monitoring of Students
- Identify action steps/ instructional supports as a result of data review

**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	✓		90.71 %	2021-2022	96.81 %

**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 Covid 19, in-person events were cancelled/limited. Virtual events such as Principal chats, SSC, ELAC and were not well attended.

Parent Survey- percent favorable in family engagement domain

A Jogathon and Family Fun Night were planned for the 2021-22 school year but were not carried out due to restrictions of visitors on campus. Survey data from the previous school year reflects in-person events.

**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 - Site Defined**

Technology and limited internet access were barriers for parents to engage in online meetings and committees.

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 2021-22 school year, all in-person activities were cancelled/limited due to COVID-19. We were unable to host the 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 2022-23 SPSA.

During 2022-23 school year, increase two way communication and engagement opportunities for families. We will host six family events. These events will potentially be planned outside for physical distancing as health guidelines deem necessary. ACTION 1

Parent Survey Goal: To increase parent participation in school committees by at least 10%, improving parent voice in decision making will promote cultural diversity for school sites. It will also increase parents feeling welcomed and respected. We will actively recruit and encourage parents to join SSC and ELAC. Incentives for attendance will be promoted and supplied. Teachers will continue to develop efficacy in the area of Cultural Proficiency through professional learning around 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:**

Family Fun Night  
Jogathon  
Back to School Night  
Spring or Christmas Program  
Open House  
Awards' Ceremonies  
Muffins with Moms  
Donuts with Dads

**2 ELAC:**

Attendees requested the return of Jogathon and Family Fun Night

**3 Staff:**

Staff supports the eight 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 eight family events.

- Jogathon
- Family Fun Night
- Back to School
- Open House
- Awards' Ceremonies
- Christmas or Spring Program
- Muffins with Moms
- Donuts with Dads

**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 2021-22 school year
- Events to be placed on the master calendar by the end of the 2021-22 school year
- Committees to meet six weeks prior to each event
- Allocated funds to be spent by May, 2023

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- SSC/ELAC to provide input
- Materials and Supplies
- Supplemental contracts for committee members
- Contract for FunWorks and Jitters
- Photo Services
- Contracts for Translators
- Incentives
- Mileage for staff/HSL to support involvement

Specify Direct Service and Opportunities for parents and families to support 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 Direct Service and Opportunities for parents and families to support 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.

<b>Reasoning for using this action:</b> <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

Attendance Sign Ins for each meeting  
Parent contact data from HSL (promoting and retaining)  
FUSD Parent Survey

Owner(s):

Admin  
HSL  
Parent University

Timeline:

Promoting and soliciting parents for SSC and ELAC by the end of the 2021-22 school year. HSL to reach out to at least 20 new parents per month throughout the 2022-23 school year.

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- **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 and software licensing will also be needed to ensure parents are able to participate.

Specify Direct Service and Opportunities for parents and families to support EL students:

Input from parents at SSC and ELAC meetings

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

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.

## 2022-2023 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			: Parent engagement **No food or incentives**	2,500.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			HSL Mileage	300.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Interpreters for parent meetings	2,196.00
G5A2	LCFF: EL	Parent Participation	Oth Cls-Supp			Parent Participation/Babysitting	655.00

**\$5,651.00**

## 2022-2023 Budget for SPSA/School Site Council

### State/Federal Dept 0225 Homan Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Teacher Subs **No IEPs**	8,439.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies **No food or incentives**	1,547.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.3000	RTI Manager/Student ELA support	30,904.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	6,191.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	1,654.00
G1A1	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : Reading Intervention K-3	83,622.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Books and reference	500.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies; Also Campus Branding to support staff engagement - G4A1	100,005.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology	5,458.00
G1A2	Sup & Conc	Instruction	Travel			Conferences/PL	5,000.00
G1A2	One-time School	Instruction	Nc-Equipment			: Technology	32,428.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			Teacher subs for planning	13,260.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Certificated Supplemental Contracts	2,476.00
G1A3	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies	27,428.00
G1A3	Sup & Conc	Instruction	Travel			: Conferences/PL	8,000.00
G1A3	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	20,000.00
G1A3	Sup & Conc	Instruction	Direct-Maint			Tech Repair	1,000.00
G1A3	Sup & Conc	Instruction	Direct-Graph			Graphics	1,000.00
G1A3	Sup & Conc	Instructional Supervision & Admir	Crt Supr-Sub			Subs for Admin	3,617.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies	5,000.00
G3A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Family Foundation Services : Counseling Services	50,160.00
G3A2	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Fun works: Positive Behavior Supports	5,000.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	Cummings, Isaac	14,556.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent engagement **No food or incentives**	2,500.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			HSL Mileage	300.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Interpreters for parent meetings	2,196.00
G5A2	LCFF: EL	Parent Participation	Oth Cls-Supp			Parent Participation/Babysitting	655.00

\$432,896.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$62,946.00
Sup & Conc	7090	\$212,300.00
LCFF: EL	7091	\$41,600.00
One-time School	7099	\$116,050.00
<b>Grand Total</b>		<b>\$432,896.00</b>

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$352,529.00
G2 - Expand student-centered and real-world learning experiences	\$5,000.00
G3 - Increase student engagement in their school and community	\$69,716.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$5,651.00
<b>Grand Total</b>	<b>\$432,896.00</b>