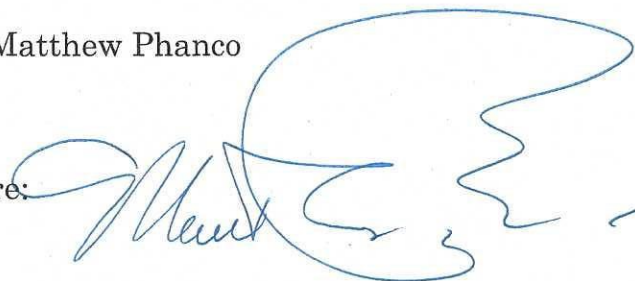


**Thomas Elementary**

10621666006514

Principal's Name: Matthew Phanco

Principal's Signature:

A handwritten signature in blue ink, appearing to read "Matthew Phanco", is written over a large, faint blue circular stamp or watermark.

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

<b>Table of Contents</b>	
<b>Topic</b>	<b>Details</b>
Cover Page	<i>CDS Code with Signature</i>
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

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Matthew Phanco	X				
2. Chairperson – Christa Lisbon				X	
3. Secretary – Leslie Godia		X			
4. Amanda Ford		X			
5. Danielle Eaton		X			
6. Lisa Martinez			X		
7. Kaylynn Corchado				X	
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
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	Matthew Phanco		4/6/2022
SSC Chairperson	Christa Lisbon		4/6/2022

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

Thomas - 0450

**ON-SITE ALLOCATION**

3010	Title I	\$77,103 *
7090	LCFF Supplemental & Concentration	\$262,094
7091	LCFF for English Learners	\$39,200
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$143,269</u>
<b>TOTAL 2022/23 ON-SITE ALLOCATION</b>		<b>\$521,666</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	\$2,636
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$74,467</u>
	Total Title I Allocation	<u>\$77,103</u>

## Thomas 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 ELAD1 to D2 - percentage of students who met 40% or above stretch growth			39.76 %	2021-2022	44.86 %
i-Ready ELAD2 proficiency - percentage of students on/above	✓		24.15 %	2021-2022	29.25 %
i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth			46.43 %	2021-2022	51.53 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		13.99 %	2021-2022	18.09 %

**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.

Continued challenges with COVID-19 and high absenteeism negatively impacted all student groups in ELA/Math. Our attendance dropped from 93.2% to 86.14%. Chronic absenteeism was 27.9% last year and is 53.1% this year. We also had challenges with supporting our current SPSA due to COVID-19 restrictions with comingling groups of students. This limited the amount of access to resources.

iReady ELA data On/Above Level (Comparison data)

2020/2021 - 2021/22

kinder - 81% - 26%

1st - 29% - 24%

2nd - 25% - 28%

3rd - 42% - 25%

4th - 26% - 20%

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

A combination of school closure and distance learning along with the chronic absenteeism this year has significantly effected all student groups. In addition, we were unable to service students beyond their classroom as to not comingling students and adults due to contact tracing and COVID-19 restrictions.

5th - 22% - 17%

6th - 29% - 23%

**SUBGROUPS**

AA- 20% - 10%

Asian- 29%- 16%

Hispanic- -12%

SPED - 19% - 0%

Homeless - 67% - 0%

Foster Youth - 27% - 11%

ELLs - 15% - 6%

Soc Dis - 28% - 12%

iReady Math data On/Above Level (Comparison data)

2020/2021 - 2021/22

kinder - 62% - 14%

1st - 18% - 15%

2nd - 16% - 14%

3rd - 16% - 9%

4th - 14% - 13%

5th - 18% - 13%

6th - 19% - 16%

**SUBGROUPS**

AA- 19% - 0%

Asian- 20%- 7%

Hispanic- -3%

SPED - 7% - 0%

Homeless - 0% - 0%

Foster Youth - 18% - 0%

ELLs - 21% - 0%

Soc Dis - 19% - 3%

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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).

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Additional supports for Tier 2 identified students was limited due to contact tracing and Covid-19 limitations of comingling of students and adults. Additionally their was a high absenteeism in all subgroups and staff. We continued to provide supports as available via push-in or after-school tutoring.

**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.

We anticipate with the return of in-person learning and relaxation of COVID-19 restrictions that our SPSA supports will resume and our data will reflect the increase of attendance and Tier 2 supports.

- Categorical funds will provide additional Tier 2 supports during the school day and after-school tutoring
- HSL, RCA, Hand-in-Hand Mentors, A2A, etc... will help increase attendance

**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:

- Reviewed current 2021-22 schoolwide data and SPSA
- Reviewed iReady, Grades, and ELAC data
- Identified areas of possible need and support
- Reviewed current 2021-22 budget and approved budget transfers of monies to maximize use of unspent monies to best support student achievement

**2** ELAC:

- Parents met monthly
- Parent participated in needs survey and shared with SSC on possible expenditures to support student achievement, ELLs, and LTELs
- Parents made suggestions to SSC about additional after-school tutoring.
- Parents attended a book study to build their capacity.

**3** Staff:

- Staff were given a survey to identify needs and review the effectiveness of current budgeted items

## Action 1

Title: ELA

### Action Details:

Thomas will have a school wide focus on continuing the work in building a teaching foundation that aligns the Common Core State Standards and content in English Language Arts. The first focus area will be using high quality complex text and supporting student learning with tasks and questions that provide challenging content related to integrating reading, writing, speaking and listening. The Instructional Practice Guide tenets will drive and support the work of all stakeholders in the implementation of a shared vision of effective instruction. Site professional learning will be driven by the results of data aligned with a focus on effective instruction. Students that need additional tier 2 and 3 supports will be supported through a RTI model that addresses student needs based on CFA assessment of essential standards. A .4375 computer paraprofessional will support students in acquiring technology skills in alignment with the FUSD technology continuum. Personal Learning Initiative will continue to support students in tenants 1-3 by providing student choice and using academic vocabulary

A second focus area will be providing an emphasis on supporting early learning foundational skills. Foundational skills will align to the reading foundations standards for each grade level.

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

and Multicultural Experiences.

The Learning byDoing and PLC+ texts will serve as a foundation for continuing work in building the capacity of the site Instructional Leadership team. Teachers will utilize the Cycle of Continuous Improvement for analyzing student data, developing aligned instructional plans and common formative assessments with PLC grade-level teams.

Strategies and practices, such as Visible Learning by John Hattie, will be utilized to support data driven effectiveness of instructional programs supporting a culture of learning with high expectations.

Our goal is to increase students on or above benchmark as measured by i-Ready by 10-20% in 2022/223. We will monitor growth through use of grade level CFAs and i-Ready monitoring data.

SMART GOAL - Thomas will increase the number of students meeting or exceeding standards by 8-10% as measured by District Interim (iReady), IABs and SBAC assessments in the 2022-23 school year.

<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**

**Owner(s):**

**Timeline:**

- Common Formative Assessments (1st - 6th)
- BAS, Dibels (Kindergarten and as needed)
- iReady (K-6th)
- SBAC
- ELPAC
- Subgroup data - Data Dashboard
- "English Learners" Power BI

- Classroom Teacher
- PLC grade-level teams
- Instructional Leadership Team
- Administration Team

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

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

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

**TIER 1 -**

- Regular Professional Learning Grade-Level Meetings utilizing the 4 grounding questions, Learning byDoing, and PLC+, to guide work and design lesson progressions and intentions for clarity.
  - PLC grade-level teams will plan instruction on tier 1 good first teachings, what supports and resources they will put in place for tier 2 through small group instruction, along with planning side by side with SPED teachers to support students receiving SPED services
- Utilize our site Instructional Leadership Team to create and maintain academic focus.
  - Our ILT team will include a representative from K-6th grades and a SPED lead teacher
  - The team will meet monthly to support the site, region, and district's instructional goal of all students meeting one year or more of growth.
- Release time will be made available for Peer Observations. Grade level teams will tighten their work by observing each other to assist their alignment of work.
  - When PLC grade-level teams or individual teachers have release time they will be planning and gathering ideas to support students in all three tiers of instruction
- Common Formative Assessments will be utilized frequently to identify student progress towards meeting/exceeding standards
  - Once data is collected and analyzed by the teacher and PLC grade-level team, they will determine next steps on how to support all students through the tiered levels of support
- Supplemental supports utilized to support all students
  - Using scaffolds as needed for specific students that might not need it
  - After school tutoring will work with lead teachers on what specific supports these students will need

**TIER 2 -**

- Create a Tiered level of support to support Grade-Levels.
  - The tiered level of support will consist of tools/resources that are available for teachers to refer to, and connect with, to support students at different levels of tiered instruction
- Tier 2 and 3 interventions
  - Tier 2: Teaching Fellows will support through each grade level designated RTI time along with materials such as the Tiered Intervention books through Wonders and resources through i-Ready instruction
  - Tier 3: The SPED team will work closely with general education teachers to support the instruction these students need to meet their IEP goals through the general ed classroom
- After-school tutoring
  - Will be in aligned to good first teaching (tier 1) Tier 2 instruction will support students needing additional support in ELA/Math
- Supplemental supports utilized to support all students
- Teaching Fellows utilized to support Tiered levels of support
  - All students will receive RTI instruction through the classroom teacher but also with the support of a TF

#### **Additional ideas to support**

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

#### Specify enhanced services for EL students:

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

- Grade levels will identify ELLs in August and monitor progress during all formative assessments and prescribe the appropriate intervention to support progress towards growth target.
- Meetings with ELL students will be utilized to set learning goals for each student.
- PLC identify ELLs needing intervention support
- Teachers will support the ELD standards through designated and integrated ELD instruction
  - Integrated ELD will be embedded daily through the use of the adopted curriculum

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

- After School Tutoring
- Utilize African American Academic Acceleration (Springboard A4) tutoring.
- Identify Tier 2 & 3 students following CFAs and Benchmark assessments and provide RTI

- One of the pull back groups for PLI will be a designated ELD group to support ELL goals and based on their level of ELD while teaching the ELD standards
- TF and student teachers can help support this instruction with the lead of the classroom teacher

## Action 2

**Title:** Math

### Action Details:

Thomas will have a school wide focus in math instructional strategies that address the rigors of the standard and lessons will consistently incorporate the following: teaching the concept, providing practice, building fluency, and application. The math IPG will be utilized to collect data on the implementation of our focus. Lessons will align with focus, coherence and rigor.

Professional learning will also focus on ensuring that lessons utilize and require students be responsible for their thinking through using the mathematical practices. Lessons developed will reflect a deeper understanding of the math content presented, thus increasing student ownership. Professional development will build teacher understanding of these practices to ensure that teachers are using strategies to develop student proficiency (conceptual understanding, procedural skill and fluency, application) in math. Teaching Fellows will be utilized to support tier 2 interventions in math.

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

The Learning by Doing text and PLC+ will serve as a foundation for continuing work in building the capacity of the site Instructional Leadership Team and grade level Professional Learning Communities. Teachers will utilize the Cycle of Continuous Improvement for analyzing student data, developing aligned instructional plans and common formative assessments with grade-level PLC teams.

Strategies and practices, such as Visible Learning by John Hattie, PLC+ Playbook and Teacher Clarity Playbook will be utilized to support data driven effectiveness of instructional programs supporting a culture of learning with high expectations.

SMART GOAL - Thomas will increase the number of students meeting or exceeding standards by 8-10% as measured by District Interim and SBAC assessments in the 2022-23 school year.

<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

- Common Formative Assessments (1st - 6th)
- iReady (K-6th)
- Subgroup data - Data Dashboard
- IABs/FIABs (3rd-6th)
- "English Learners" Power BI

#### Owner(s):

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

#### Timeline:

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

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

Thomas will utilize the following to support student achievement:

**TIER 1 -**

- Regular Professional Learning Community Meetings utilizing the 4 grounding questions and PLC+ to guide work and design lesson progressions and intentions for clarity.
- Grade-level PLCs will plan instruction for tier 1, good first teachings. They will put in place tier 2 interventions to support struggling students
- Utilize our site Instructional Leadership Team to create and maintain academic focus.
- Our ILT team will include a representative from K-6th grades and a SPED lead teacher
- The ILT team will come together with a focus on the site, region, and district's instructional goals.
- Release time will be made available for Peer Observations. Grade level teams will tighten their work by observing each other to assist their alignment of work.
- When PLC or individual teachers have release time they will be planning and gathering ideas to support students in all three tiers of instruction
- Common Formative Assessments will be utilized frequently to identify student progress towards meeting/exceeding standards
- Once data is collected and analyzed by the teacher and PLC, they will determine next steps on how to support all students through the tiered levels of support

#### **TIER 2 -**

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

#### **Additional Supports**

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

#### **Specify enhanced services for EL students:**

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- PLCs Identify ELLs in Quarter 1 and set goals for growth for 2022-2023

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

---

- Grade level teams will create and implement Common Formative and Summative Assessments to identify

- Quarterly progress monitoring of ELLs
- Grade-level PLCs identify ELLs needing intervention support
- Students will be supported with math instruction to help with vocabulary development, scaffolding when needed to those that need it, sentence frames/starters, opportunities to work with a peer and do pair share conversations, a small group pull back to support their specific needs based on their English language development

- low performing students and determine gaps that exist.
- RTI will be utilized following assessment data and reviewed to identify gaps to close achievement gaps.
- Supplemental contracts will be made available for teachers and other staff to support students identified needing Tier 2 interventions.
- iReady and other electronic assessments and support materials may be utilized to support Tier 2 & 3 interventions.

### Action 3

**Title:** RTI - Tiered Levels of Support

#### Action Details:

Thomas will develop and implement a comprehensive RTI program with tiered levels of support in grades Pre-K through 6th grade with an emphasis on early learning literacy development and support. 7 Teaching Fellows, and an instructional coach will assist in supporting teacher instruction during a focused ELA/Math intervention time.

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

PLC grade-level teams will utilize ongoing assessment data using common formative assessments to determine a focus on essential standards to meet student needs in developing instructional supports for students to promote student academic growth in ELA and Math. Ongoing formative data will be documented on student progress using the Cycle of Continuous Improvement and action plans will be developed to monitor student academic progress and the impact of supports being utilized.

**Reasoning for using this action:**



Strong Evidence



Moderate Evidence



Promising Evidence

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

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

TIER 1 -

- PLC Grade-level Teams will plan weekly good first instructional practices followed up by agreed upon CFAs that identify student understanding by student and standard
- District assessment: iReady, ELPAC, and SBAC will be utilized to identify student understanding and grade level proximity.

TIER 2 - Students identified as nearly met or not meeting

- Reteach in the moment or outside Core Curriculum time if more extensive support needed.
- Groups will be fluid based on formative data
- Additional California Teaching Fellows will be contracted to support students after-school
- A4 tutoring to support African American

##### Owner(s):

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

##### Timeline:

- Formative - Daily, Weekly, by unit and interim

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

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

#### Owner(s):

---

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

#### Timeline:

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

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

---

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

#### Specify enhanced services for EL students:

---

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

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

---

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

## Action 4

**Title:** ELL - Redesignation

#### Action Details:

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

Professional learning will be provided in understanding and utilizing ELD Standards. Teachers, Teaching Fellows, and Instructional Aides will provide targeted interventions to help students stay on target to achieve redesignation. Daily

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

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

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

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

#### Owner(s):

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

#### Timeline:

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

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

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

#### Specify enhanced services for EL students:

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

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

- Professional Learning will occur to build teacher capacity integrating ELL standards within the core instructional time.
- Grade-Level PLCs will monitor ELL student data following CFAs and other benchmark data collection.
  - Teaching Fellows will help support this instruction for low performing sub groups through the use of small group instruction
  - TF will be support with the tiered instructional books through Wonders will the guidance of the classroom teacher
- Teachers will identify ELLs and monitor their progress

# 2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0450 Thomas Elementary (Locked)

## G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for Peer Observations **No IEPs**	4,220.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for Planning Days	19,889.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for Data Chats	2,411.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies	7,728.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst I	0.4375		13,073.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Subs for MLD **No IEPs**	2,651.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies	25,054.00
G1A2	Sup & Conc	Instruction	Direct-Graph			: Graphics	800.00
G1A2	One-time School	Instruction	Teacher-Subs			Classified Staffing	48,215.00
G1A3	Title 1 Basic	Instruction	Bks & Ref			: Online Subscriptions	13,756.00
G1A3	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	8,136.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			Subs for SST, IEP, & 504 Meetings	12,054.00
G1A3	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375		13,414.00
G1A3	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375		12,421.00
G1A3	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2500		7,098.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.1875		5,325.00
G1A3	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	20,000.00
G1A4	LCFF: EL	Instruction	Teacher-Subs			ELPAC Assessors - Supplemental Contracts	8,439.00
G1A4	LCFF: EL	Instruction	Mat & Supp			: EL Materials & Supplies	2,296.00
G1A4	LCFF: EL	Parent Participation	Cls Sup-Sup			Subs for Translators	1,177.00

**\$228,157.00**

**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	✓		88.58 %	2021-2022	89.68 %

**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.

- Due to the COVID-19 restrictions, we were unable to provide many opportunities for student-centered real-world learning experiences.
- Grade-levels did attend virtual field trips.
- We hope that with the COVID-19 restrictions lifting we can resume these experiences for the 2022-23 school year.

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

Due to the COVID-19 restrictions, we were unable to provide many opportunities for student-centered 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).

With the continued lessening of restrictions from COVID-19, we will implement the renewal of student centered real-world learning experiences. We continue to provide virtual learning experiences.

**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.

For the 2022-23 school year, 98% of Thomas 3rd-6th grade students will participate in College & Career learning opportunities such as Bricks 4 Kids, Cooking Class, Visiting Local or UC campuses, etc. This is in alignment with our stated goal: **All Tigers Stay in School and Graduate On Time with Their Peers.**

**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:

- Surveys to gather input

**2** ELAC:

- Surveys to gather input
- Monthly meetings to share and learn from each other

**3** Staff:

- Surveys to gather input

### Action 1

**Title:** Career Path - 4th - 6th grades

[Action Details:](#)

In 2022-23 Thomas' 4th - 6th grades will design and implement a Career Path focus for their students. Students will broaden their knowledge about career opportunities available to them. They will also have a clearer understanding of what careers require a college degree and which can go right into following high-school. Thomas's Guideline for Success will be used daily to guide and redirect student behavior.

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

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

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

- Engagement data

[Owner\(s\):](#)

- Classroom teacher
- Instructional Leadership Team
- Administrative Team

[Timeline:](#)

- Quarterly

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

- Supplemental contracts will be offered to certificated and classified staff to support
- Materials and supplies will be purchased to support.

[Specify enhanced services for EL students:](#)

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

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

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

**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	✓		54.26 %	2021-2022	15 %
Suspension Rate - Semester 1	✓		1.23 %	2021-2022	0.9 %

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

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

**Chronic Absenteeism**  
 Our chronic absenteeism increased from 15% to 53% due to COVID-19 quarantining of students with COVID-19 like symptoms. We were also without our A2A person that would follow-up with chronic absenteeism. Office Staff was overwhelmed with contact tracing and the high volume of phone calls due to COVID-19 quarantining and students being sent home with COVID-19 like symptoms. Our team believes with the reduction of student and staff absenteeism this number will decrease significantly.

**Suspensions: Students with 1 or more**  
 We have been able to maintain a low occurrence of suspensions. Our School Climate and Culture Team meet regularly to review data and identify areas and procedures that need attention. The addition of Hand in Hand mentors have increased support for Tier 2 and 3 misbehaviors.

**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**

- A2A district person was on leave of absence, leaving the front office to monitor and contact chronic absences
- Office staff was overwhelmed with contact tracing and quarantining of staff and students

**Suspensions: Students with 1 or more**

- New dismissal procedures and supervision for problem areas needed to be addressed by School Climate and Culture Team.

**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).

Due to continued challenges with COVID-19 and contact tracing, high student and staff absenteeism, and classroom coverage it was difficult to address chronic absenteeism.

**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.

Our team believes that with the return to school and decrease in absenteeism our current plan will be able to address the reduction of chronic absenteeism and continue to decrease number of suspensions.

**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:

- Shared data with SSC
- Review SPSA and budget to address goal

**2** ELAC:

- Enlisted input for LCAP and SPSA
- Book Club - "How to Discipline Without Tears"

**3** Staff:

- School Climate and Culture Team enlists input from stakeholders regarding chronic absenteeism and behaviors
- Surveys - staff, student, and parents

### Action 1

**Title:** After-School Activities

Action Details:

In 2022/23 Thomas will increase the amount of clubs and after-school activities available to all students K-6th.

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

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

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

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

Owner(s):

- Instructional Leadership Team
- Administrative Team

Timeline:

- Quarterly

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

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

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

- Engagement data will be reviewed by our Climate and Culture team to ensure all students have access to Goal 2 activities.
- Monies will be utilized to purchase materials and supplies to allow greater numbers of students access.

input from the Thomas Community.

- Data will be gathered by our Climate and Culture team to ensure subgroups are participating in engagement activities:
  1. African American
  2. Students with disabilities
  3. Socioeconomically disadvantaged youth
  4. English Language Learners
  5. Hispanics
  6. White
  7. Asian
  8. Homeless/Foster Youth

## Action 2

**Title:** SEL - Social Emotional Supports

### Action Details:

A focus on the 4 Core social emotional constructs: self management, growth mindset, self efficacy and social awareness will support student college career ready skills. Student support will be provided through class meetings, and professional learning on these 4 constructs. Building these skills will be in support of student academic growth through goal setting (growth mindset), Grade-Level PLC teams along with academic planning will include a focus on building student self-efficacy. The Climate Culture Team along with district supports(DPI) will provide professional development and a focus on building capacity in these 4 areas. Thomas Elementary will continue to implement a tiered level of response to behavior incidents and continue effective implementation of Climate Culture Team I components, which directly relate to suspension rates, attendance rates, lessens distractions for all learners, and enhances campus safety for all students. Guidelines for success and district programs (Class Meetings/Second Step/OLWEUS) will continue to promote personal responsibility and social skills, resulting in fewer conflicts with staff and other students. The Climate Culture Team will provide professional learning to staff in addressing student behaviors at levels 1-3. Site counselor and a Resource Counseling Assistant to support EL/Spanish (RCA) will provide support services to students that have high social emotional needs. Students with multiple suspensions will be seen by SST, Behavior Support Plans will be implemented to support student behavior, and the ICET process will be utilized, as needed, for intervention. Hand in Hand mentors will support identified students.

**Reasoning for using this action:**

Strong Evidence

Moderate Evidence

Promising Evidence

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

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

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

#### Owner(s):

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

#### Timeline:

- Quarterly

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

- Home School Liaison
- 0.75 FTE Resource Counseling Assistant (Spanish)
- Hand-in-Hand Mentors will be utilized to support students with chronic levels of misbehaviors and absenteeism.

- Substitutes to release teachers for CHAMPs, Second Step, Class Meeting, OLWEUS, etc... trainings
- Student of the month
- Incentives - classroom & schoolwide
- Substitutes for teacher release for SSTs and IEPs
- Substitutes for Climate Culture Team training
- Extra Pay contracts for Climate Culture Team
- Materials and supplies to support SEL initiatives or incentives.
- Use of our GVC to develop SEL Skills, 2nd Step, and build capacity for all students

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

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

### Action 3

**Title:** Cultural Diversity Celebrations

Action Details:

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

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

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

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

Owner(s):

- Climate and Cultural Team
- Administrators
- Teachers
- Staff

Timeline:

Monthly Focus

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

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

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

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

# 2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0450 Thomas Elementary (Locked)

## G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts	29,712.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: School Culture & Climate Branding	20,000.00
G3A1	One-time School	Instruction	Mat & Supp			: School Culture & Climate Branding **No food or incentives**	5,000.00
G3A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentoring	45,704.00
G3A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentoring	22,242.00
G3A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.4375		30,048.00
G3A2	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.3125		21,463.00
G3A2	One-time School	Guidance & Counseling Services	Subagreements			Hand in Hand : Hand In Hand Mentoring	25,054.00
G3A3	Sup & Conc	Instruction	Mat & Supp			: Grocery Store Materials & Supplies	1,200.00
G3A3	Sup & Conc	Instruction	Mat & Supp			: Student Incentives	800.00

**\$201,223.00**

**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	✓		96.85 %	2021-2022	97.95 %

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

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

Staff Survey Data shows an increase in all areas. One area for possible growth "Adults at this school treat all students fairly" 83%. School Climate and Culture Team review Panorama Data regularly and will address.

Staff Survey showed a general favorability in the areas of Climate & Support for Academic Learning, Safety, Sense of Belonging.

Weekly Community Gatherings were held virtually to celebrate academic and cultural events. This helped keep students and staff engaged in our community.

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

Professional Learning was postponed due to COVID-19 restrictions and the challenges our staff faced this year. We believe this had a contributing factor.

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

Professional Learning was postponed due to COVID-19 restrictions and the challenges our staff faced this year. We believe this had a contributing factor.

Weekly Community Gatherings were held virtually to celebrate academic and cultural events. This helped keep students and staff engaged in our community.

Our goal was for our "Sense of Belonging" to increase to 96%. Our Panorama Data showed we met and exceeded this goal at 98%.

**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.

We will continue to have our School Climate and Culture Team review and reflect on data and share with our Lead Teachers and Administrative Team where professional learning can address gaps or areas of growth.

**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:

- Discussed retention and hiring of current and new staff.

**2** ELAC:

- Regular meetings to improve school/home connectedness
- Surveys to gather input

**3** Staff:

- Surveys to gather input
- Professional Learning

### Action 1

**Title:** Recruitment and retention of staff

[Action Details:](#)

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

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

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

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

[Owner\(s\):](#)

[Timeline:](#)

- Panorama Staff Survey Data
- Feedback from Professional Learning
- Annual Needs Assessment Staff Data

- Administration
- Staff

- Annually
- Following PL

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

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

[Specify Professional Development or Staff Services to support EL students:](#)

[Specify Professional Development or Staff Services to support low-performing student groups:](#)

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

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

## 2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0450 Thomas Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Mat & Supp			: Copy Paper	6,000.00
G4A1	Sup & Conc	Instruction	Nc-Equipment			: Technology	25,000.00
G4A1	Sup & Conc	Instruction	Direct-Maint			: Maintenance	3,000.00
G4A1	Sup & Conc	Instructional Supervision & Admin	Off Eq Lease			: Copy Machines	10,000.00
G4A1	Sup & Conc	Attendance & Social Work Services	Local Mileage			: Mileage	150.00
G4A1	One-time School	Instruction	Nc-Equipment			: Technology	35,000.00
G4A1	One-time School	Instruction	Direct-Maint			: Maintenance	10,000.00

**\$89,150.00**

**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	✓		91.64 %	2021-2022	92.74 %

**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.

Even though our parents have not been able to meet in person and our HSL took another placement, we were able to find a long-term HSL sub to continue our virtual ELAC and parent coffee hours. We have even have a parent book club. Our families have provided feedback through ELAC and parent coffee hours that we in-turn share with our SSC and School Climate and Culture Team.

Family Engagement even went up 5% (92%). We met our goal for 2021-22.

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

Our current HSL is a 3 1/2 hour position and we agree that additional time will need to be added to support parent/school connectedness. With the additional support from the District Office of allowing an 8 hour HSL we anticipate an increase of parental engagement.

**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).

COVID-19 was a huge interruption to services and supports to families. Our tier 3 chronic absenteeism went from 9% to 56%. The loss of our HSL and struggle to obtain substitutes in November and December required attention to classroom daily needs. Our office staff were promoted during the summer and we had long-term subs until November. By January 2022 things started to improve and we were able to hire a long-term sub for HSL and hold ELAC, parent coffee hours, start book clubs and reconnect to families. Our feedback from families increase 5% on our Panorama data.

**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.

We have allocated monies for the 2022-23 to increase parent participation through our partnership with Parent University and our HSL book clubs, coffee hour, and ELAC.

**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:

- Allocated monies for babysitting
- Allocated monies for parent class materials

**2** ELAC:

- More parent class opportunities
- Spanish translation for School Messenger
- Additional supports after-school

**3** Staff:

- Parenting classes
- After-school tutoring

**Action 1**

**Title:** Attendance - Chronic Absenteeism

**Action Details:**

Thomas will focus on addressing TK-6th grade students who are chronically absent. Counseling services will be provided for students needing intervention. The Home School Liaison and Resource Counseling Assistant will be utilized to support student attendance interventions, parent contacts and meetings regarding attendance requirements. ATLAS will be utilized by teachers and other support staff to document phone calls, conferences and SST meetings regarding student attendance issues. The office staff will be trained on supporting parent communication regarding absenteeism. The office staff will report data regarding chronic absences, and student tardies. Students with chronic absences will be encouraged and given priority to participate in Goal 2 Activities to support a home/school connection.

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

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

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

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

**Owner(s):**

**Timeline:**

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

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

- Weekly
- Quarterly

**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:**

- 
- 0.4375 hour FTE Home School Liaison
- 0.75 FTE Resource Counseling Assistant (Spanish)

- 3 Hand-in-Hand Mentors to support students with chronic levels of Misbehavior and Chronic Absenteeism .
- Incentives to increase attendance
- Substitutes to release teachers for SSTs & IEPs
- Extra pay contracts for Safe & Civil Team
- Materials and supplies to support student attendance incentives and interventions

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

- PLC formative data
- SST identification of ELL students with attendance issues

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

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

## Action 2

**Title:** Parenting Classes

Action Details:

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

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

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

Owner(s):

Administrators  
HSL  
Staff

Timeline:

Monthly

Describe Direct 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:

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

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

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

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

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Parents will be contacted and invited to attend parenting classes and coffee hour.

## 2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0450 Thomas Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A2	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting	392.00
G5A2	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Class Materials & Supplies	2,244.00
G5A2	LCFF: EL	Parent Participation	Mat & Supp			: Parent Training Materials	500.00

**\$3,136.00**

# 2022-2023 Budget for SPSA/School Site Council

## State/Federal Dept 0450 Thomas Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for Peer Observations **No IEPs**	4,220.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for Planning Days	19,889.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for Data Chats	2,411.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies	7,728.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst I	0.4375		13,073.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Subs for MLD **No IEPs**	2,651.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies	25,054.00
G1A2	Sup & Conc	Instruction	Direct-Graph			: Graphics	800.00
G1A2	One-time School	Instruction	Teacher-Subs			Classified Staffing	48,215.00
G1A3	Title 1 Basic	Instruction	Bks & Ref			: Online Subscriptions	13,756.00
G1A3	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	8,136.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			Subs for SST, IEP, & 504 Meetings	12,054.00
G1A3	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375		13,414.00
G1A3	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375		12,421.00
G1A3	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2500		7,098.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.1875		5,325.00
G1A3	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	20,000.00
G1A4	LCFF: EL	Instruction	Teacher-Subs			ELPAC Assessors - Supplemental Contracts	8,439.00
G1A4	LCFF: EL	Instruction	Mat & Supp			: EL Materials & Supplies	2,296.00
G1A4	LCFF: EL	Parent Participation	Cls Sup-Sup			Subs for Translators	1,177.00
G3A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts	29,712.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: School Culture & Climate Branding	20,000.00
G3A1	One-time School	Instruction	Mat & Supp			: School Culture & Climate Branding **No food or incentives**	5,000.00
G3A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentoring	45,704.00
G3A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentoring	22,242.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.4375		30,048.00
G3A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.3125		21,463.00
G3A2	One-time School	Guidance & Counseling Services	Subagreements			Hand in Hand : Hand In Hand Mentoring	25,054.00
G3A3	Sup & Conc	Instruction	Mat & Supp			: Grocery Store Materials & Supplies	1,200.00
G3A3	Sup & Conc	Instruction	Mat & Supp			: Student Incentives	800.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Copy Paper	6,000.00
G4A1	Sup & Conc	Instruction	Nc-Equipment			: Technology	25,000.00
G4A1		Instruction	Direct-Maint				2,000.00

G4A1	Sup & Conc	Instruction	Direct-Maint	: Maintenance	3,000.00
G4A1	Sup & Conc	Instructional Supervision & Admin	Off Eq Lease	: Copy Machines	10,000.00
G4A1	Sup & Conc	Attendance & Social Work Services	Local Mileage	: Mileage	150.00
G4A1	One-time School	Instruction	Nc-Equipment	: Technology	35,000.00
G4A1	One-time School	Instruction	Direct-Maint	: Maintenance	10,000.00
G5A2	Title 1 Basic	Parent Participation	Cls Sup-Sup	Babysitting	392.00
G5A2	Title 1 Basic	Parent Participation	Mat & Supp	: Parent Class Materials & Supplies	2,244.00
G5A2	LCFF: EL	Parent Participation	Mat & Supp	: Parent Training Materials	500.00
					<b>\$521,666.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$77,103.00
Sup & Conc	7090	\$262,094.00
LCFF: EL	7091	\$39,200.00
One-time School	7099	\$143,269.00
<b>Grand Total</b>		<b>\$521,666.00</b>

Goal Totals	Budget Totals	
G1 - Improve academic performance at challenging levels	\$228,157.00	
G3 - Increase student engagement in their school and community	\$201,223.00	
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$89,150.00	
G5 - Increase inclusive opportunities for families to engage in their students' education	\$3,136.00	
<b>Grand Total</b>		<b>\$521,666.00</b>