

Homan Elementary

10621666006068

Principal's Name: Jackie Sittre-Price

Principal's Signature: 

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

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District Goals	
<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 student groups 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 (Parent Advisory Committee (PAC) and District English Learners’ Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</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 rewritten 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 - Jackie Sittre-Price	X				
2. Chairperson - Joni Pennington				X	
3. Peggy Harrison			X		
4. Laura Vang			X		
5. Angelica Baca		X			
6. Elizabeth Almaraz		X			
7. Angela Bisel		X			
8. Maria Rico				X	
9. Laura Yates				X	
10. Devonte Mayberry				X	
11. Tamara Cummings				X	
12.					
13.					
14.					
15.					

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

Required Signatures

School Name: Homan Elementary			
<p>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.</p>			
Title	Print Name Below	Signature Below	Date
Principal	Jackie Sittre-Price		4-7-25
SSC Chairperson	Joni Pennington		4/7/25

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

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

FY 2025/26

Homan - 0225

ON-SITE ALLOCATION

3010	Title I	\$61,824 *
7090	LCFF Supplemental & Concentration	\$190,422
7091	LCFF for English Learners	\$31,878

TOTAL 2025/26 ON-SITE ALLOCATION **\$284,124**

* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$1,792
Program Budget	\$60,032
Total Title I Allocation	\$61,824

ESSA Assistance Status: Additional Targeted Support and Improvement (ATSI)

Homan Elementary 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		41.8 %	2023-2024	42.9 %
SBAC ELA - Average distance from standard	✓	-60 pts	-55.2 pts	2023-2024	-40.2 pts
SBAC ELA - percentage of students met/exceeded standard	✓	35.5 %	27.8 %	2023-2024	32.8 %
SBAC Math - Average distance from standard	✓	-64 pts	-62.1 pts	2023-2024	-47.1 pts
SBAC Math - percentage of students met/exceeded standard	✓	31.9 %	27.3 %	2023-2024	32.3 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Homan's problem of practice based on the metrics in this current goal:

- Students are not on grade level for ELA and Math.
- o School wide iReady: ELA 33% proficient; 67% one or more grade levels below. Math 22% proficient; 78% one or more grade levels below.
- o 3rd-6th SBAC: ELA 27% proficient; 73% one or more grade levels below. Math 27% proficient; 73% one or more grade levels below.
- African American students are scoring significantly lower than the overall student population in ELA and Math.

o ELA- Average distance from standard (African American) -117.5 pts; Math - Average distance from standard (African American) -138.2 pts

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Below are the major causes on why students struggle to reach grade-level proficiency in ELA and Math.

- Lack of foundational skills and comprehension skills in ELA
- Lack of number sense, conceptual understanding and problem solving skills in Math.
- Lack of PL for reading foundational skills in ELA and mathematical practices in Math for staff.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

To improve student performance in ELA and Math, including African American students and Students with Disabilities Homan will:

- Strengthen Tier I instruction: Provide all teachers with Professional Learning and support the PLC Process
- o ELA: (K-2) Professional Learning for Teachers to support- foundational skills, phonemic awareness, reading fluency, writing, vocabulary & comprehension strategies
- o ELA: (3-6): Professional Learning on utilizing Claims, Targets to support Instruction. Use FIAB's and IAB's to support rigor, and provide support with PLC Process
- o Math: Professional Learning for K-6- MLD Process, SWUN Curriculum, and Math Talks.
- o Additional PL for number sense, conceptual understanding and problem solving.
- Strengthen and expand Tier II and Tier III targeted interventions for students far below grade level.
- Provide professional development for teachers on effective instructional strategies in ELA and Math including Culturally Responsive Teaching to meet the needs of all students including those with disabilities and African American Students.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: ELA Kindergarten - Third

Partially Implemented

Action 1: Comprehensive Reading and Math Response to Intervention Fully Implemented Partially Implemented Not Implemented

Actions were partially implemented because teachers were unable to receive OG training prior to school starting. Teachers are trying to instruct using new strategies and building their skills with new learning. In addition, Teaching Fellows to support all K-2nd grade classrooms were not all hired and trained until January 2025.

As a result, teachers and Teaching Fellows had to familiarize themselves with new curricula, structures, routines, and systems within FUSD CORE Curricula and OG strategies, which impacted the implementation of planned actions.

Action 2: Math Instructional Plan TK-6 Fully Implemented Partially Implemented Not Implemented

Actions were partially implemented due to lack of opportunities for math PL as the site and regional focus was Reading Foundational Skills. Teachers in 3rd-6th grade have begun to implement parts of SWUN Math however are not fully trained.

Coaching Cycles and Feedback were not consistently to support teachers with new curriculum.

Lack of Alignment with SWUN Curriculum, Scope and Sequence, and SBAC Claims and Targets

Action 2: ELA: Fourth - Sixth

Partially Implemented

Comprehensive Reading Program

Actions were partially implemented because teachers are still learning strategies to process complex text and question progression. Teachers are trying to instruct using new strategies and building their skills with new learning.

As a result, teachers had to familiarize themselves with new instructional strategies that impact reading complex text within FUSD CORE, which impacted the implementation of planned actions.

Action 3: Math: Kindergarten - Sixth

Partially Implemented

Action 2: Math Instructional Plan TK-6 Fully Implemented Partially Implemented Not Implemented

Actions were partially implemented due to lack of opportunities for math PL as the site and regional focus was Reading Foundational Skills. Teachers in 3rd-6th grade have begun to implement parts of SWUN Math however are not fully trained.

Coaching Cycles and Feedback were not consistently to support teachers with new curriculum.

Lack of Alignment with SWUN Curriculum, Scope and Sequence, and SBAC Claims and Targets

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: ELA Kindergarten - Third

Partially Effective

Action 1: A comprehensive Literacy Plan with a focus on K-2 instruction Foundational Skills and for 3-6 a focus on Reading Comprehension and Writing were partially effective.

The actions were partially effective as students demonstrated an increase in proficiency growth in iReady D1 (16%) to D2 (33%) in Reading & Foundational skills therefore every effort will be made to continue the progress towards positive student outcomes.

Tier 1 Instruction:

- Professional Learning was provided for K-2 Teachers to support Reading Foundational Skills through Regional Literacy Plan/TNTP
- Professional Learning was provided for all teachers to backwards map using Alignment to Assessment and Instruction. The Instructional Team including the Principal, VP, TSA, and Academic Coach provided Professional Learning- Feedback and Coaching Cycles need to improve. Based on current observations, Reading Tier I structures can improve by increasing alignment to Focus Standards, increase Rigor Tasks and ensure alignment with assessment and instruction.

Tier II:

- Classroom Tier II supports were provided by classroom teacher and some additional support during the day, but not for all grade levels.
- Teaching Fellows were provided for each K/3 classroom to provide student supports- 5 days per week for 40 minutes
- Site Funded Teaching Fellows- 3 total supported grades 2-6 for pull-out and push-in.

Action 2: ELA: Fourth - Sixth

Partially Effective

Action 2: A comprehensive plan for 3-6 a focus on Reading Comprehension and Writing were partially effective.

The actions were partially effective as students demonstrated an increase in proficiency growth in iReady D1 (16%) to D2 (33%) in Reading therefore every effort will be made to continue the progress towards positive student outcomes.

Tier 1 Instruction:

- Professional Learning was provided for 3-6 Teachers to support Reading & Writing Skills.
- Professional Learning was provided for all teachers to backwards map using Alignment to Assessment and Instruction. The Instructional Team including the Principal, VP, TSA, and Academic Coach provided Professional Learning- Feedback and Coaching Cycles need to improve. Based on current observations, Reading Tier I structures can improve by increasing alignment to Focus Standards, increase Rigor Tasks and ensure alignment with assessment and instruction.

Tier II:

- Classroom Tier II supports were provided by classroom teacher and some additional support during the day, but not for all grade levels.
- Teaching Fellows were provided for each K/3 classroom to provide student supports- 5 days per week for 40 minutes

Action 3: Math: Kindergarten - Sixth

Partially Effective

Action 2: Math Instructional Plan TK-6 Effective Partially Effective Ineffective

The actions were partially effective. As a site overall, we met our end of year goal: 30% of students on grade level for D3 in iReady Math.

Tier I Instruction-

- There was inconsistent Math PL for teachers to learn new SWUN Math Curriculum and MLD Process throughout the year. PL was provided in the beginning and additional needed to occur.
- Teachers need time to learn research based instructional strategies and small group Math intervention was not implemented to the fullest.
- Homan will focus on a year around Math PL for staff and utilize the TSA, Academic Coach, and lead teachers to support, strengthen and maintain high expectations for Tier L, Tier I and Tier II classroom instruction.

Tier II Instruction-

- Inconsistent Tier II small group intervention time was provided daily.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

For Academic Achievement in ELA the current changes will take place for 25-26 school year:

- Additional Tutoring Contracts will be provided for Certificated teachers to provide after-school tutoring, specifically targeting our African America student group.
- Additional Planning Days will be provided for Teachers for PLC Planning and grade-level walkthroughs
- Fund TSA through site funds to support instruction.
- On going professional learning to support PLC+ process to build teacher capacity.
- Ongoing professional learning on reading and foundational skills for K-2.
- Fund two Teaching fellow to support Tier II focused interventions.
- Calibrate K-2nd grade reading foundational skills progress monitoring and benchmark assessments which includes phonics, fluency and high frequency words.
- Calibrate 3rd-6th grade progress monitoring and benchmark assessments which include FIABs/IABs.
- Continue to expand and strength after school tutoring.

For Academic Achievement in Math the current changes will take place for 25-26 school year:

- Specific math professional learning to support foundational math skills, SWUM curriculum, student data and observations and feedback.
- Implement effective research-based Math PL around the mathematical practices for staff.
- Calibrate 3rd-6th grade progress monitoring and benchmark assessments which include FIABs/IABs and math fluency.
- Implement CORE & SWUN math with fidelity.
- RTI K-6 Teaching Fellows Teaching Fellows.
- Expand quarterly planning days with substitutes to include TK-6th.
- Continue to build teacher efficacy through PLC+ cycles that result in research based instructional strategies to strengthen Tier I instruction.
- Targeted small group instruction for specific student groups, African American students.

Section D: 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.

SSC:

ELAC:

Staff:

- The SSC supported more funding to be used toward classroom supports such as a TSA and Teaching Fellows to continue RTI.
- Continue family events

- The ELAC supported more funding to be used toward classroom supports such as a TSA and Teaching Fellows to continue RTI.
- Continue family events
- More opportunities to be involved in family events

- Staff supported more funding to be used toward classroom supports such as a TSA and Teaching Fellows to continue RTI.
- Continue current incentive programs

Action 1 :

ELA Kindergarten - Sixth Grade

Action Details:

Homan will implement a comprehensive and balanced literacy instructional program with an emphasis on daily Tiers 1-3 targeted and differentiated instruction with a focus on students in TK through 6th Grade reading on grade level or beyond.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

All students TIERS 1-2 and 3 in Grades K-6 will participate in a weekly minimum of 30-minute sessions differentiated reading instructional block of RTI to target reading skills /gaps.

- Students will be identified by need by standard and reading level.

All Teachers will cognitively plan and adjust instruction based on daily formative assessment.

All PLC's will include question progression aligned to learning targets utilizing resources introduced during PL.

All PLC's will learn how to review student work, apply item analysis in order to adjust instruction and provide targeted RTI to students.

Writing strategies will be utilized by all PLCs to support Writing Standards in Grades K-6

Teachers in Grades K-2 will apply PL in Foundational Skills using the GVC of Wonders.

Teachers in Grades K-6 will utilize differentiated and targeted instruction during small groups utilizing Grade Level Standards Aligned rigorous resources to teach students.

Homan Students will participate in the Million Minute Reading Challenge

- ATSI groups of students will be identified for additional support and have priority for targeted support before and after school.
- PLC Teams will continue to improve instructional supports for all student groups students with a focus on African American and ELL students providing instruction through the CORE and RTI process.
- Reading Support will be provided by Teaching Fellows and paraprofessionals.
- Technology and Internet Subscriptions, graphics
- Common Core Companion and additional Standards aligned resources.
- Teacher release time (subs) and additional time supplemental contracts focused on literacy plan pillars of teacher learning, high quality support and family engagement
- Wonders Leveled Readers and additional resources for leveled text.
- Orton Gillingham Resources will be utilized by the TSA for RTI
- In addition, Teachers will be learning critical elements of Literacy Instruction through the Fresno High Region Literacy Plan.

1. By the end of the 2025-2026 school year Homan teachers will implement a comprehensive and balanced literacy instructional program emphasizing daily targeted instruction in foundational skills and differentiated instruction with a focus on students in grades Kindergarten through 2nd grade reading on grade level and above.
2. By the end of the 2025-2026 school year Homan Teachers will deliver explicit and systematic instruction in how to decode and encode words, including word part analysis; and connected text reading to build reading accuracy, automaticity, fluency, and comprehension.

- Administration and PLC Teams: Partnership with TNTP for Professional Learning through professional learning sessions; ongoing coaching for leaders, coaches, and teachers; application of learning through supported curriculum planning and a summer program for students; and data analysis and progress monitoring.
- Administration and PLC Teams will participate in Literacy Diagnostic. Focus groups, surveys, site walks, data analysis. Purpose is to understand current literacy teaching and learning practices and set goals and establish measurable outcomes.
- Build Leadership and Coach capacity and skill around literacy instruction, including targeted work in early literacy. Pilot asynchronous Science of Reading course and curriculum-focused communities of practice with a “coalition of the willing.”
- Ongoing progress monitoring with leaders and coaches. Develop and support lead teachers’ capacity to lead PLC/Community of Practice.
- Instructional Coach, TSA will provide professional learning and support with Tier 2 Support Response to Intervention (RTI)
- PLC Teams will use a Common Formative Assessments that is intentionally aligned to Phonics Skills for progress monitoring.
- PLC Teams will engage in a root cause analysis of students not/nearly meeting standards to provide classroom-based interventions and re-teaching, as well as identifying students who mastered the knowledge target or standard in order to provide enrichment opportunities.
- School Wide implementation of Response to Intervention (RTI) structures adhered by all grade levels.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

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

ELASBAC (EL)	Not Met	Nearly Met	Met/Exceed
3rd	66% (8)	25% (3)	8% (1)
4th	80% (8)	0	20% (2)
5th	53% (7)	30% (4)	15% (2)
6th	72% (8)	18% (2)	9% (1)

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

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

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

With 7090 or 7091 funds we plan to support English learner students by. Funds will be used to purchase; a TSA, Teaching Fellow services to support Designated ELD Instruction and RTI. Additionally, funds will be used to purchase ELPAC testing services.

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

EL resources provided by Wonders used during designated and integrated ELD instruction.

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

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

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

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

Student Groups

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

African American (AA):

Homan will use Title 1 funds to support the African American student group by:

- Purchase of TSA and District Funded Academic Coach to support site MTSS structures specifically ELA and Math RTI for identified students.
- TSA will support students through Student Engagement Activities related to increased social emotional competencies connected to academic achievement and a sense of belonging at school.
- HSL will support students through attendance incentives and family engagement focused on increasing attendance at school and the positive impacts on student achievement.
- Tier II support to students will focus on student learning identified social emotional competencies correlated to school success.
- Purchase of Materials and supplies that connect to increased achievement, attendance and demonstration of SEL skills aligned to school success

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

African American (AA):

Homan will use 7090/7091 funds to support the African American student group by:

- Purchase of TSA and District Funded Academic Coach to support site MTSS structures specifically ELA and Math RTI for identified students.
- Purchase of Teaching fellows to support site MTSS structures specifically ELA RTI for identified students.
- TSA will support students through Student Engagement Activities related to increased social emotional competencies connected to academic achievement and a sense of belonging at school.
- HSL will support students through attendance incentives and family engagement focused on increasing attendance at school and the positive impacts on student achievement.
- Tier II support to students will focus on student learning identified social emotional competencies correlated to school success.
- Purchase of materials, supplies, graphic and technology that connect to increased achievement, attendance and demonstration of SEL skills aligned to school success

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

African American (AA):

Homan Actions to support the African American student group by:

- Purchase of TSA to support site MTSS structures specifically ELA RTI for identified students. For Example: Students will be identified using a specific criteria and metrics and receive Orton Gillingham targeted instruction in ELA and Math intervention.
- TSA will support students through Student Engagement Activities related to increased social emotional competencies connected to academic achievement and a sense of belonging at school. For Example: Million Minute Reading Challenge, iReady Completion Incentive, Homan Hawk Blue Ticket Incentive Program, Student Leadership
- HSL will support students through attendance incentives and family engagement focused on increasing attendance at school and the positive impacts on student achievement.
- For Example: Attendance Family Challenge and Student Quarterly Recognition/ Daily Student Check Ins on identified students within identified attendance bands (Manageable)
- Tier II support to students will focus on student learning identified social emotional competencies correlated to school success. For Example: Counseling/SEL Groups
- Purchase of Materials and supplies that connect to increased achievement, attendance and demonstration of SEL skills aligned to school success For Example: A variety of incentives aligned to an earned criterion in Attendance and demonstration of target SEL skills

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Short-Term Outcomes

· Teachers will effectively implement Tier 1 instruction with aligned assessments.

· PLC teams will meet consistently to analyze data and adjust instruction.

· Tier 2 and 3 interventions will be structured and targeted based on assessment results.

· K-2 teachers will complete foundational literacy training, and 3-6 teachers will finalize a comprehensive assessment plan.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Medium-Term Outcomes

· Increased student engagement and literacy proficiency in all grade levels.

· Growth in student performance on CFA, CSA, IAB, and FIAB assessments.

· Effective collaboration within PLCs leading to refined instructional practices.

· Strengthened intervention structures resulting in accelerated progress for struggling readers.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Long-Term Outcomes

· A significant increase in students reading at or above grade level, closing achievement gaps.

· A sustainable, data-driven instructional culture embedded in PLC practices.

· Reduced need for intensive Tier 3 interventions due to strong foundational literacy development in early grades.

· High teacher efficacy in delivering rigorous, differentiated literacy instruction aligned with student needs.

Action 2 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1 - 2:

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

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

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

Math SBAC (EL)	Not Met	Nearly Met	Met/Exceed
3rd	66% (8)	8% (1)	24% (3)
4th	45% (5)	45% (5)	9% (1)
5th	69% (9)	30% (4)	0

6th 90% (10) 9% (1)

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

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

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

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

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

EL resources provided by Wonders used during designated ELD instruction.

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

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

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

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

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

Student Groups

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

African American (AA):

Homan will use Title 1 funds to support the African American student group by:

- Purchase of TSA and District Funded Academic Coach to support site MTSS structures specifically ELA and Math RTI for identified students.
- TSA will support students through Student Engagement Activities related to increased social emotional competencies connected to academic achievement and a sense of belonging at school.
- HSL will support students through attendance incentives and family engagement focused on increasing attendance at school and the positive impacts on student achievement.

- Tier II support to students will focus on student learning identified social emotional competencies correlated to school success.
- Purchase of Materials and supplies that connect to increased achievement, attendance and demonstration of SEL skills aligned to school success

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

African American (AA):

Homan will use 7090/7091 funds to support the African American student group by:

- Purchase of TSA and District Funded Academic Coach to support site MTSS structures specifically ELA and Math RTI for identified students.
- Purchase of Teaching fellows to support site MTSS structures specifically ELA RTI for identified students.
- TSA will support students through Student Engagement Activities related to increased social emotional competencies connected to academic achievement and a sense of belonging at school.
- HSL will support students through attendance incentives and family engagement focused on increasing attendance at school and the positive impacts on student achievement.
- Tier II support to students will focus on student learning identified social emotional competencies correlated to school success.
- Purchase of materials, supplies, graphic and technology that connect to increased achievement, attendance and demonstration of SEL skills aligned to school success

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

African American (AA):

Homan Actions to support the African American student group by:

- Purchase of TSA to support site MTSS structures specifically ELA RTI for identified students. For Example: Students will be identified using a specific criteria and metrics and receive Orton Gillingham targeted instruction in ELA and Math intervention.
- TSA will support students through Student Engagement Activities related to increased social emotional competencies connected to academic achievement and a sense of belonging at school. For Example: Million Minute Reading Challenge, iReady Completion Incentive, Homan Hawk Blue Ticket Incentive Program, Student Leadership
- HSL will support students through attendance incentives and family engagement focused on increasing attendance at school and the positive impacts on student achievement.
- For Example: Attendance Family Challenge and Student Quarterly Recognition/ Daily Student Check Ins on identified students within identified attendance bands (Manageable)
- Tier II support to students will focus on student learning identified social emotional competencies correlated to school success. For Example: Counseling/SEL Groups
- Purchase of Materials and supplies that connect to increased achievement, attendance and demonstration of SEL skills aligned to school success For Example: A variety of incentives aligned to an earned criterion in Attendance and demonstration of target SEL skills

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p>
<p>Short-Term Outcomes</p> <ul style="list-style-type: none">· Teachers will effectively implement Tier 1 instruction with aligned assessments.· PLC teams will meet consistently to analyze data and adjust instruction.· Tier 2 and 3 interventions will be structured and targeted based on assessment results.· K-2 teachers will complete foundational BBF assessments, and 3-6 teachers will finalize a comprehensive assessment plan.

Medium-Term (Change in Behavior or Performance) Want to see
<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p>
<p>Medium-Term Outcomes</p> <ul style="list-style-type: none">· Increased student engagement and math proficiency in all grade levels.· Growth in student performance on CFA, CSA, IAB, and FIAB assessments.· Effective collaboration within PLCs leading to refined instructional practices.· Strengthened intervention structures resulting in accelerated progress for students with learning gaps.

Long-Term (Change in Condition) Hope to see
<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p>
<p>Long-Term Outcomes</p> <ul style="list-style-type: none">· A significant increase in student performance in Math at or above grade level, closing achievement gaps.· A sustainable, data-driven instructional culture embedded in PLC practices.· Reduced need for intensive Tier 3 interventions due to strong foundational math number sense development in early grades.· High teacher efficacy in delivering rigorous, differentiated math instruction using Mathematical Practices aligned with student needs.

2025-2026 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-Regu	Teacher, Spec Assgn	0.3500	Laura Dutcher if designated TSA not district funded. Funded for one year. TSA to support reading and writing instrction/RTI,MTSS.	59,659.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000	Laura Dutcher if designated TSA not district funded. Funded for one year. TSA to support reading and writing instrction/RTI,MTSS.	85,226.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies	11,000.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Reading Intervention: Split fund with 3010 and 7091	31,377.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	20,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.1500	Laura Dutcher if designated TSA not district funded. Funded for one year. TSA to support reading and writing instrction/RTI,MTSS.	25,567.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	2,452.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	2,549.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs for Planning	2,386.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Books and Reference	500.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	12,264.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Tech Repair	1,000.00

\$253,980.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	90.1 %	82.1 %	2024-2025	90.2 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in this current goal, the percent favorable in student-centered/real-world experiences domain on the Fall Climate & Culture student survey decreased overall by 1% from Spring 2024 to Fall 2024.

- 2024 Spring Survey: 83% of students reported favorably in the student centered/real-world experience domain
- 2024 Fall Survey: 82% of students reported favorably in the student centered/real-world experience domain

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Below are the major causes that led to the slight decrease in the student survey.

- Connections between student-centered/real-world experiences need to be explained to students and staff more
- Lack of opportunities for students to be part of after-school clubs, sports and activities
- Lack of adults/mentors on campus to implement clubs and/or expand structured recess/meaningful jobs for students

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Hire more coaches/mentors that focus on student-centered/real-world experiences

- Offer supplemental contract/incentives to staff members to organize and manage student clubs
- Hire/fully staff all After School Program positions to allow more students to attend
- Continue to support students and encourage families to participate in real-world experiences
- Strengthen and expand case load for Tier II Intervention Specialist

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Student Involved in sports, music and clubs

Partially Implemented

- Decrease in opportunities for students to participate in clubs and activities throughout the school year
- Lack of staff to continue existing clubs and to start new clubs

Action 2: Exposure to Career Technical Education

Partially Implemented

- Lack of expanding field trip opportunities and connection to real-world opportunities

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Student Involved in sports, music and clubs

Partially Effective

Action 1: was Partially Effective because there was a slight decrease in the student surveys for the Fall Climate and Culture Survey compared to the Spring survey

Action 2: Exposure to Career Technical Education

Partially Effective

Action 2: was Partially Effective because there was a slight decrease in the student surveys for the Fall Climate and Culture Survey to the Spring survey

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- The Climate and Culture Team along with ILT will strengthen staff knowledge around the following school wide programs to increase more favorable responses in the student-centered/real-world experiences domain on the Fall Climate & Culture student survey.
 - Meaningful Jobs, Student Clubs, Hawk Tickets, Hawk Attendance Incentive
 - Offer supplemental contracts to staff members to organize and lead student clubs
- Fully utilize site budget to provide Extra Pay Contracts for Certificated and Classified Staff for clubs and activities
- Provide more Real-World Experiences for Homan Students- Career Days, guest speakers, events with community members
- Provide additional PL for SEL Implementation to support Certificated and Classified Staff

Section D: 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.

SSC:

- The SSC supported more funding to be used toward classroom supports such as a TSA and Teaching Fellows to continue RTI.
- Continue family events

ELAC:

- The ELAC supported more funding to be used toward classroom supports such as a TSA and Teaching Fellows to continue RTI.
- Continue family events
- More opportunities to be involved in family events

Staff:

- Staff supported more funding to be used toward classroom supports such as a TSA and Teaching Fellows to continue RTI.
- Continue current incentive programs

Action 1 :

Student Involved in sports, music and clubs

Action Details:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

- Campus branding/beautification
- Incentives

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

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

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

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

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

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

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

Student Groups

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

African American (AA):

Homan will use Title 1 funds to support the African American student group by:

- Purchase of TSA and District Funded Academic Coach to support site MTSS structures specifically ELA and Math RTI for identified students.
- TSA will support students through Student Engagement Activities related to increased social emotional competencies connected to academic achievement and a sense of belonging at school.
- HSL will support students through attendance incentives and family engagement focused on increasing attendance at school and the positive impacts on student achievement.
- Tier II support to students will focus on student learning identified social emotional competencies correlated to school success.
- Purchase of Materials and supplies that connect to increased achievement, attendance and demonstration of SEL skills aligned to school success

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

Homan will use 7090/7091 funds to support the African American student group by:

- Purchase of TSA and District Funded Academic Coach to support site MTSS structures specifically ELA and Math RTI for identified students.
- Purchase of Teaching fellows to support site MTSS structures specifically ELA RTI for identified students.
- TSA will support students through Student Engagement Activities related to increased social emotional competencies connected to academic achievement and a sense of belonging at school.
- HSL will support students through attendance incentives and family engagement focused on increasing attendance at school and the positive impacts on student achievement.
- Tier II support to students will focus on student learning identified social emotional competencies correlated to school success.

- Purchase of materials, supplies, graphic and technology that connect to increased achievement, attendance and demonstration of SEL skills aligned to school success

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

Homan Actions to support the African American student group by:

- Purchase of TSA to support site MTSS structures specifically ELA RTI for identified students. For Example: Students will be identified using a specific criteria and metrics and receive Orton Gillingham targeted instruction in ELA and Math intervention.
- TSA will support students through Student Engagement Activities related to increased social emotional competencies connected to academic achievement and a sense of belonging at school. For Example: Million Minute Reading Challenge, iReady Completion Incentive, Homan Hawk Blue Ticket Incentive Program, Student Leadership
- HSL will support students through attendance incentives and family engagement focused on increasing attendance at school and the positive impacts on student achievement.
- For Example: Attendance Family Challenge and Student Quarterly Recognition/ Daily Student Check Ins on identified students within identified attendance bands (Manageable)
- Tier II support to students will focus on student learning identified social emotional competencies correlated to school success. For Example: Counseling/SEL Groups
- Purchase of Materials and supplies that connect to increased achievement, attendance and demonstration of SEL skills aligned to school success For Example: A variety of incentives aligned to an earned criterion in Attendance and demonstration of target SEL skills

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Increased student engagement as more clubs and enrichment opportunities become available.
- Initial implementation of meaningful student jobs, providing leadership and responsibility opportunities.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Increased student participation in extracurricular activities, leading to higher school engagement and a stronger sense of belonging.
- Strengthened mentorship and club programs, fostering positive peer relationships and leadership skills.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- Sustained student growth in academics, social-emotional learning, and leadership due to a well-rounded support system.
- A diverse range of clubs and enrichment programs embedded into the school culture, ensuring long-term engagement and student success.

Action 2 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- FUSD Career Education Field Trips
- Use of SEL instruction daily using Second Step/Morning Meetings/Class Meetings/Wheel of Choice
- Expand caseload of Intervention Specialist, Tier II
- Character Counts
- Fun Works
- Growth Mindset and Self Efficacy Instruction
- Social Emotional supports and/or RCA social groups
- Extra Pay Contracts for coordinators
- Maximize Intervention Specialist caseload

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

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

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

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

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

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

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

Student Groups

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

African American (AA):

Homan will use Title 1 funds to support the African American student group by:

- Purchase of TSA and District Funded Academic Coach to support site MTSS structures specifically ELA and Math RTI for identified students.
- TSA will support students through Student Engagement Activities related to increased social emotional competencies connected to academic achievement and a sense of belonging at school.
- HSL will support students through attendance incentives and family engagement focused on increasing attendance at school and the positive impacts on student achievement.
- Tier II support to students will focus on student learning identified social emotional competencies correlated to school success.

- **Purchase of Materials and supplies that connect to increased achievement, attendance and demonstration of SEL skills aligned to school success African American (AA):**

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

African American (AA):

Homan will use 7090/7091 funds to support the African American student group by:

- Purchase of TSA and District Funded Academic Coach to support site MTSS structures specifically ELA and Math RTI for identified students.
- Purchase of Teaching fellows to support site MTSS structures specifically ELA RTI for identified students.
- TSA will support students through Student Engagement Activities related to increased social emotional competencies connected to academic achievement and a sense of belonging at school.
- HSL will support students through attendance incentives and family engagement focused on increasing attendance at school and the positive impacts on student achievement.
- Tier II support to students will focus on student learning identified social emotional competencies correlated to school success.
- Purchase of materials, supplies, graphic and technology that connect to increased achievement, attendance and demonstration of SEL skills aligned to school success

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

African American (AA):

Homan Actions to support the African American student group by:

- Purchase of TSA to support site MTSS structures specifically ELA RTI for identified students. For Example: Students will be identified using a specific criteria and metrics and receive Orton Gillingham targeted instruction in ELA and Math intervention.
- TSA will support students through Student Engagement Activities related to increased social emotional competencies connected to academic achievement and a sense of belonging at school. For Example: Million Minute Reading Challenge, iReady Completion Incentive, Homan Hawk Blue Ticket Incentive Program, Student Leadership
- HSL will support students through attendance incentives and family engagement focused on increasing attendance at school and the positive impacts on student achievement.
- For Example: Attendance Family Challenge and Student Quarterly Recognition/ Daily Student Check Ins on identified students within identified attendance bands (Manageable)
- Tier II support to students will focus on student learning identified social emotional competencies correlated to school success. For Example: Counseling/SEL Groups
- Purchase of Materials and supplies that connect to increased achievement, attendance and demonstration of SEL skills aligned to school success For Example: A variety of incentives aligned to an earned criterion in Attendance and demonstration of target SEL skills

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <ul style="list-style-type: none">• Successful launch of new student programs, including Saturday Academy, Tier II mentorship projects, and additional enrichment activities.• Greater access to diverse learning experiences through assemblies, guest speakers, and real-world field trips.• Initial implementation of meaningful student jobs, providing leadership and responsibility opportunities.

Medium-Term (Change in Behavior or Performance) Want to see
<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <ul style="list-style-type: none">• Expanded career exploration opportunities through job fairs, career days, and networking with industry professionals.• A structured approach to SEL (Social-Emotional Learning) rallies and assemblies, improving school climate and student well-being.• Greater staff collaboration in supporting academic and social-emotional development, backed by supplemental contracts for enrichment programs.

Long-Term (Change in Condition) Hope to see
<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <ul style="list-style-type: none">• Increased graduation rates and post-secondary readiness, as students gain exposure to career pathways and real-world experiences.• A positive and inclusive school environment where students feel valued, motivated, and prepared for future success.

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		38.8 %	2023-2024	38.2 %
Chronic Absenteeism - (African American)	✓		60 %	2023-2024	59.4 %
Chronic Absenteeism - (Students w/ Disabilities)	✓		44.3 %	2023-2024	43.7 %
Suspension Rate	✓	0.47 %	3 %	2023-2024	2.67 %
Suspension Rate - (White)	✓		6.3 %	2023-2024	5.97 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Chronic absenteeism and Tier II behaviors suspension rates are significant challenges affecting student success and school performance at Homan.

- High absenteeism among White students and students with disabilities
- Suspension rates are notably higher among African American students, students with disabilities, and socioeconomically disadvantaged students.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- School avoidance due to anxiety, depression, and trauma.
- Lack transportation/funds for gas and/or other necessary items to be prepared for school (i.e.: clean clothes)
- Lack of understanding of attendance policies.
- Responsible adult may suffer from physical or mental health issues inhibiting getting students to school.

Suspensions:

- High percentage of students exposed to trauma and/or behaviors that results in level II misbehaviors.
- High number of students identified for special education.
- High number of early learning students entering school without self-regulation, social, communication and problem-solving skills.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Chronic absenteeism:

- Strengthen school wide attendance intervention strategies and behavioral support programs for all student groups.
- Increase family and community engagement.
- Continue to target interventions for at-risk student populations.

Suspensions:

- Continue and strengthen Tier 1 classroom supports such as Morning meetings, Second Step & CHAMPS.
- Continue and strengthen targeted interventions for Tier II and Tier III students through TST.
- Continue targeted intervention for African American, Students with Disabilities, and socioeconomically disadvantaged student groups.
- Insufficient support systems for early learning students who are just beginning their education and struggle with self-regulation and impulse control.
- Counseling and Tier II Intervention Specialist and RCA services will need to continue

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Attendance

Partially Implemented

Action 1: MTSS at Homan Implemented Partially Implemented

The intended goal was partially implemented to increase daily attendance and decreased suspensions. We will continue the following;

- Tier I Structures/Supports:
 - o Morning Meeting, Second Step, CHAMPS, Small group intervention
 - o Mentor support
 - o Hawk Tickets ticket/Structured recess/Check in-out
- Tier II Structures/Supports:
 - o School wide referral process through TST
 - o Bimonthly TST meetings

- o Bimonthly attendance meetings

- o Homan RTI

- o Intervention Specialist

- o SST/IEPs/Parent meetings

Action 2: Responding to Misbehavior Partially Implemented

The intended goal was partially implemented to increase daily attendance and decreased suspensions. Key support staff were not hired until November 2024. Tier II and School Social Worker We will continue the following.

- Tier I Structures/Supports:

- o Morning Meeting, Second Step, CHAMPS, Small group intervention

- o Mentor support

- o Homan Hawk Blue Ticket/Structured recess/Check in-out

- Tier II/III Structures/Supports:

- o School wide referral process through TST

- o Bimonthly TST meetings

- o Bimonthly attendance meetings

- o Homan Reading Acceleration RTI

- o Intervention Specialist

- o CSSW

- o SST/IEPs/Parent meetings

Action 2: Positive Behavior Support

Partially Implemented

Action 1: MTSS at Homan Effective Partially Effective Ineffective

The actions were Partially Effective-Staff will continue to appropriately monitor Homan's tiered systems of support through the TST process to increase attendance rates and decrease suspensions.

Action 2: Responding to Misbehavior Effective Partially Effective Ineffective

The actions were partially effective-Staff will continue to appropriately respond to misbehaviors by adhering to the tiered levels of support for behavior to increase daily attendance and decrease suspensions.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Attendance

Partially Effective

Action 1: MTSS at Homan

The actions were Partially Effective-Staff will continue to appropriately monitor Homan's tiered systems of support through the TST process to increase attendance rates and decrease suspensions.

Action 2: Positive Behavior Support

Partially Effective

Action 2: Responding to Misbehavior

The actions were partially effective-Staff will continue to appropriately respond to misbehaviors by adhering to the tiered levels of support for behavior to increase daily attendance and decrease suspensions.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

The Climate and Culture Team along with TSA will strengthen overall staff knowledge around the tiered systems of support for all students to improve daily attendance and decrease suspensions. In addition, we use we will use site funds for continued RCA services as well as a District Funded Tier II Specialist.

Section D: 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.

SSC:

- The SSC supported more funding to be used toward classroom supports such as a TSA and Teaching Fellows to continue RTI.
- Continue family events

ELAC:

- The ELAC supported more funding to be used toward classroom supports such as a TSA and Teaching Fellows to continue RTI.
- Continue family events
- More opportunities to be involved in family events

Staff:

- Staff supported more funding to be used toward classroom supports such as a TSA and Teaching Fellows to continue RTI.
- Continue current incentive programs

Action 1 :

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.

[Describe Direct Instructional Services to students, including materials and supplies required \(curriculum and instruction\). When applicable, insert Multi-Tiered System of Supports \(MTSS\):](#)

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

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

Implementation of Homan Tiered system of supports under MTSS guidelines.

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

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

Resource Counseling Assistant

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

[English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner \(LTEL\) students, and students who have been reclassified.](#)

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

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

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

With Title I funds we plan to support EL students by funding a school social worker.

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

With 7090 or 7091 funds we plan to support EL students by funding an RCA.

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

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

All ELL students, African American students and SWD with chronic absenteeism will be supported by the teacher and Home School Liaison.

Student Groups

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

African American and Students with Disabilities:

Homan will use Title 1 funds to support the African American and Students with Disabilities student groups by:

- Purchase of TSA and District Funded Academic Coach to support site MTSS structures specifically ELA and Math RTI for identified students.
- TSA will support students through Student Engagement Activities related to increased social emotional competencies connected to academic achievement and a sense of belonging at school.
- HSL will support students through attendance incentives and family engagement focused on increasing attendance at school and the positive impacts on student achievement.
- Tier II support to students will focus on student learning identified social emotional competencies correlated to school success.
- Purchase of Materials and supplies that connect to increased achievement, attendance and demonstration of SEL skills aligned to school success

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

African American and Students with Disabilities:

Homan will use 7090/7091 funds to support the African American and Students with Disabilities student groups by:

- Purchase of TSA and District Funded Academic Coach to support site MTSS structures specifically ELA and Math RTI for identified students.
- Purchase of Teaching fellows to support site MTSS structures specifically ELA RTI for identified students.
- TSA will support students through Student Engagement Activities related to increased social emotional competencies connected to academic achievement and a sense of belonging at school.
- HSL will support students through attendance incentives and family engagement focused on increasing attendance at school and the positive impacts on student achievement.
- Tier II support to students will focus on student learning identified social emotional competencies correlated to school success.
- Purchase of materials, supplies, graphic and technology that connect to increased achievement, attendance and demonstration of SEL skills aligned to school success

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

Homan Actions to support the African American and Students with Disabilities student groups by:

- Purchase of TSA to support site MTSS structures specifically ELA RTI for identified students. For Example: Students will be identified using a specific criteria and metrics and receive Orton Gillingham targeted instruction in ELA and Math intervention.
- TSA will support students through Student Engagement Activities related to increased social emotional competencies connected to academic achievement and a sense of belonging at school. For Example: Million Minute Reading Challenge, iReady Completion Incentive, Homan Hawk Blue Ticket Incentive Program, Student Leadership
- HSL will support students through attendance incentives and family engagement focused on increasing attendance at school and the positive impacts on student achievement.
- For Example: Attendance Family Challenge and Student Quarterly Recognition/ Daily Student Check Ins on identified students within identified attendance bands (Manageable)
- Tier II support to students will focus on student learning identified social emotional competencies correlated to school success. For Example: Counseling/SEL Groups
- Purchase of Materials and supplies that connect to increased achievement, attendance and demonstration of SEL skills aligned to school success For Example: A variety of incentives aligned to an earned criterion in Attendance and demonstration of target SEL skills

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Short-Term Outcomes</p> <ul style="list-style-type: none"> · Decrease Chronic Absenteeism by 5% · Increase ADA by 5% · Meet iReady School-wide Goal-40% of students will be on grade-level in Reading and Math by D3 · Increase # of students meeting standards on grade-level CFA's and CSA's (75% of students on grade-level for Formative Assessments) · Increase student academic achievement data- SBAC, iReady, CFA's and CSA's · Decrease number of students receiving Tier II and Tier III Academic Supports · Decrease Chronic Absenteeism for EL students by 5% · Decrease suspensions for ALL (maintain overall suspensions under 3% for the year) · Increase number of students attending and receiving school-wide attendance incentives (increase by 5% each quarter) 	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Medium-Term Outcomes</p> <ul style="list-style-type: none"> · Sustain Chronic Absenteeism to 10% or less · Sustain ADA rates to above 90% · Improved academic performance- decrease Distance from Standard (DFS) by 15 pts or more (each year) · Increase % of students meeting or exceeding standards on SBAC in ELA and Math by at least 10% · Decrease Suspension Rates by 5% for all Students · Increase students who RFEP · Increase Student Climate Culture Survey Data Results by 5% · Improve family relationships between school and staff (measured by District Climate Culture Survey- increase by 5%) · Sustain decreasing number of students receiving Tier II and Tier III Academic Supports · Decrease Chronic Absenteeism for EL students by 10% · Continued implementation of tracking data, progress monitoring, and actionable steps to improve attendance 	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Long-term Outcomes</p> <ul style="list-style-type: none"> · Sustain Chronic Absenteeism to 10% or less · Sustain ADA rates to above 90% · Improved academic performance- decrease Distance from Standard (DFS) by 15 pts or more (each year) · Increase % of students meeting or exceeding standards on SBAC in ELA and Math by at least 10% · Decrease Suspension Rates by 5% for all Students · Increase students who RFEP · Increase Student Climate Culture Survey Data Results by 5% · Improve family relationships between school and staff (measured by District Climate Culture Survey- increase by 5%) · Sustain decreasing number of students receiving Tier II and Tier III Academic Supports · Decrease Chronic Absenteeism for EL students by 10% · Continued implementation of tracking data, progress monitoring, and actionable steps to improve attendance

Action 2 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Character building groups with RCA, Regional CWA (Girl Power), and counseling service from Family Foundations Grant, Tier II Specialist
- RCA will be used strategically for students displaying Tier 2-3 Behaviors on a consistent basis.
- RCA will implement Student Groups focused on de-escalation strategies.
- Homan Guidelines for Success will be used daily.
- Second Step will be taught in every grade level weekly.
- Classroom Meetings will be held daily.
- Mandatory bullying lessons will be implemented.
- Classroom Management Plan including student targeted incentive plan.
- Incentives and school wide implementation: Homan Lines, Blue Homan Hawk week raffle, monthly raffle, Characteristic Counts, monthly event with Fun works
- Materials and supplies will be purchased to support the Positive Behavior Support System at Homan. For example: Fun works contracts, incentives and rewards, Super Hawk Raffle
- Utilize Family Engagement Hour by the HSL to communicate regarding PBS structures.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

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

With Title I funds we plan to support EL students by funding a school social worker.

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

With 7090 or 7091 funds we plan to support EL students by funding an RCA.

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

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

Student Groups

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

African American and White Student Groups:

Homan will use Title 1 funds to support the African American and White student groups by:

- Purchase of TSA and District Funded Academic Coach to support site MTSS structures specifically ELA and Math RTI for identified students.
- TSA will support students through Student Engagement Activities related to increased social emotional competencies connected to academic achievement and a sense of belonging at school.

- HSL will support students through attendance incentives and family engagement focused on increasing attendance at school and the positive impacts on student achievement.
- Tier II support to students will focus on student learning identified social emotional competencies correlated to school success.
- Purchase of Materials and supplies that connect to increased achievement, attendance and demonstration of SEL skills aligned to school success

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

African American and White Student Groups:

Homan will use 7090/7091 funds to support the African American and White student groups by:

- Purchase of TSA and District Funded Academic Coach to support site MTSS structures specifically ELA and Math RTI for identified students.
- Purchase of Teaching fellows to support site MTSS structures specifically ELA RTI for identified students.
- TSA will support students through Student Engagement Activities related to increased social emotional competencies connected to academic achievement and a sense of belonging at school.
- HSL will support students through attendance incentives and family engagement focused on increasing attendance at school and the positive impacts on student achievement.
- Tier II support to students will focus on student learning identified social emotional competencies correlated to school success.
- Purchase of materials, supplies, graphic and technology that connect to increased achievement, attendance and demonstration of SEL skills aligned to school success

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

African American and White:

Homan Actions to support the African American and White student groups by:

- Purchase of TSA to support site MTSS structures specifically ELA RTI for identified students. For Example: Students will be identified using a specific criteria and metrics and receive Orton Gillingham targeted instruction in ELA and Math intervention.
- TSA will support students through Student Engagement Activities related to increased social emotional competencies connected to academic achievement and a sense of belonging at school. For Example: Million Minute Reading Challenge, iReady Completion Incentive, Homan Hawk Blue Ticket Incentive Program, Student Leadership
- HSL will support students through attendance incentives and family engagement focused on increasing attendance at school and the positive impacts on student achievement.
- For Example: Attendance Family Challenge and Student Quarterly Recognition/ Daily Student Check Ins on identified students within identified attendance bands (Manageable)
- Tier II support to students will focus on student learning identified social emotional competencies correlated to school success. For Example: Counseling/SEL Groups
- Purchase of Materials and supplies that connect to increased achievement, attendance and demonstration of SEL skills aligned to school success For Example: A variety of incentives aligned to an earned criterion in Attendance and demonstration of target SEL skills

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p>
Suspensions
Short-Term Outcomes
<ul style="list-style-type: none">· Increased student engagement in morning meetings, class meetings, and Second Step Lessons, leading to improved self-awareness and emotional regulation.· More consistent implementation of Tier 1 PBIS strategies (CHAMPS, STOIC, Safe and Civil) resulting in fewer minor classroom disruptions.· Enhanced staff understanding and application of PBIS through PL support.· Increased family awareness of school-wide expectations and available resources through engagement efforts.· Improved student participation in behavior assemblies, incentives, and recognition programs.· Site teams (TST, SST, MTSS) begin to identify students needing Tier 2/3 supports, ensuring targeted interventions.

Medium-Term (Change in Behavior or Performance) Want to see
<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p>
Medium-Term Outcomes
<ul style="list-style-type: none">· Decrease in office discipline referrals (ODRs) due to proactive behavior supports.· Increased positive adult-student relationships through mentoring programs and SEL supports.· Strengthened school-wide climate and culture, with more students meeting behavior expectations in common areas.· Improved academic engagement and time on task, reducing lost instructional time.· Greater collaboration between families, school staff, and community partners, enhancing support networks.· More effective use of data-driven decision-making for timely interventions and adjustments to PBIS strategies.

Long-Term (Change in Condition) Hope to see
<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p>
Long-Term Outcomes
<ul style="list-style-type: none">· Significant reduction in behavioral incidents and an overall increase in positive behavior school-wide.· A sustainable PBIS framework embedded into school culture, with staff, students, and families fully engaged.· Students demonstrate stronger SEL skills, leading to better peer relationships, emotional resilience, and conflict resolution.· Increased academic achievement and student success due to a more positive and structured learning environment.· Strong community-school partnerships supporting long-term student success beyond the classroom.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0225 Homan Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Attendance & Social Work Service	Local Mileage			HSL mileage	300.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies	2,000.00
G3A2	Sup & Conc	Instruction	Direct-Graph			Graphics	300.00
G3A2	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Fun Works	4,200.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	Tamara Cummings	18,169.00

\$24,969.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	92.4 %	92.2 %	2024-2025	93.3 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in this current goal, the percent favorable in organizational culture domain on the Fall Climate & Culture staff survey increased from Fall 2023 to 2024. There continues to be areas where improvements can be made per the survey, specifically in the following question.

- Q.8- We have a culture that provides staff with the following: Recognition for the work we do received a 87% favorable response.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Limited input or voice from classified staff when it comes to recognition that matters to all staff.
- Limited opportunities from CCT on way to uniquely celebrate all staff.
- High workloads, perceived unrealistic expectations, or lack of time to complete tasks can make staff feel undervalued, even if recognition efforts exist.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Increase the amount of classified staff on the Climate and Culture Team to allow for input/voice.
- Work with CCT to come up with unique ways to celebrate and recognize all staff members.
- Offer supplemental contracts for staff to manage the Sunshine Committee that oversees staff milestones and accomplishments.
- Provide sub release time for teacher planning.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Staff Engagement

Fully Implemented

Action 1: Homan's goal to create a safe and inclusive environment that promotes relationships, diversity and collaboration was fully implemented.

The intended goal was fully implemented to increase a sense of belonging at Homan by focusing on positive relationships with both students and adults. We will continue to utilize students & staff to promote positive relationships which will include.

- Daily announcements creating clarity among students & staff with expectations.
- Weekly admin team walks with feedback to staff.
- Maintaining student behavior expectations for classroom and common areas with consistent supervision.
- Tier I classroom supports provided directly to teachers and students by TSA and support staff throughout the year.
- Continue Tier II-III TST biweekly meetings with timely communication two-way communication of outcomes.
- Admin response to misbehavior in a timely manner both by email/atlas.
- All staff appreciation week May 1, along with monthly treats to celebrate staff.
- Increase in celebrations of staff "just because"
- Provide food for PLs, Buyback days, etc.
- Increase opportunities where all staff can gather outside of work for fellowship and support.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Staff Engagement

Effective

Action 1: Homan Team Building through Social Committee Actions and CCT Survey's

Overall, actual implementation has been successful, and staff is participating in community building activities where 91% of staff reported favorably in the organizational culture domain on the Fall Climate & Culture staff survey in 2024.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Sunshine Committee and CCT will collaborate on staff engagement and recognition actions
- Add classified employees to CCT

Section D: 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.

SSC:

- The SSC supported more funding to be used toward classroom supports such as a TSA and Teaching Fellows to continue RTI.
- Continue family events

ELAC:

- The ELAC supported more funding to be used toward classroom supports such as a TSA and Teaching Fellows to continue RTI.
- Continue family events
- More opportunities to be involved in family events

Staff:

- Staff supported more funding to be used toward classroom supports such as a TSA and Teaching Fellows to continue RTI.
- Continue current incentive programs

Action 1 :

Staff Engagement

Action Details:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Student Centered and Real-World Learning: Teacher at Homan, will be administered a survey in Spring 2025 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/Staff Engagement: Teachers at Homan will be administered a survey in Spring 2025 to identify any additional resources or materials and supplies they will need to support student learning in relation to student engagement in the learning environment.
- The Homan Climate Culture Team and ILT will review survey results and make recommendations for any resources, professional learning and supports to staff and students.
- Homan Social Committee will continue building staff culture through birthday recognitions and staff bonding opportunities.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

Student Groups

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

African American (AA):

Homan will use Title 1 funds to support the African American student group by:

- Purchase of TSA and District Funded Academic Coach to support site MTSS structures specifically ELA and Math RTI for identified students.
- TSA will support students through Student Engagement Activities related to increased social emotional competencies connected to academic achievement and a sense of belonging at school.
- HSL will support students through attendance incentives and family engagement focused on increasing attendance at school and the positive impacts on student achievement.
- Tier II support to students will focus on student learning identified social emotional competencies correlated to school success.
- Purchase of Materials and supplies that connect to increased achievement, attendance and demonstration of SEL skills aligned to school success

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

African American (AA):

Homan will use 7090/7091 funds to support the African American student group by:

- Purchase of TSA and District Funded Academic Coach to support site MTSS structures specifically ELA and Math RTI for identified students.
- Purchase of Teaching fellows to support site MTSS structures specifically ELA RTI for identified students.
- TSA will support students through Student Engagement Activities related to increased social emotional competencies connected to academic achievement and a sense of belonging at school.
- HSL will support students through attendance incentives and family engagement focused on increasing attendance at school and the positive impacts on student achievement.
- Tier II support to students will focus on student learning identified social emotional competencies correlated to school success.
- Purchase of materials, supplies, graphic and technology that connect to increased achievement, attendance and demonstration of SEL skills aligned to school success

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

African American (AA):

Homan Actions to support the African American student group by:

- Purchase of TSA to support site MTSS structures specifically ELA RTI for identified students. For Example: Students will be identified using a specific criteria and metrics and receive Orton Gillingham targeted instruction in ELA and Math intervention.
- TSA will support students through Student Engagement Activities related to increased social emotional competencies connected to academic achievement and a sense of belonging at school. For Example: Million Minute Reading Challenge, iReady Completion Incentive, Homan Hawk Blue Ticket Incentive Program, Student Leadership
- HSL will support students through attendance incentives and family engagement focused on increasing attendance at school and the positive impacts on student achievement.
- For Example: Attendance Family Challenge and Student Quarterly Recognition/ Daily Student Check Ins on identified students within identified attendance bands (Manageable)
- Tier II support to students will focus on student learning identified social emotional competencies correlated to school success. For Example: Counseling/SEL Groups
- Purchase of Materials and supplies that connect to increased achievement, attendance and demonstration of SEL skills aligned to school success For Example: A variety of incentives aligned to an earned criterion in Attendance and demonstration of target SEL skills

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Short-Term Outcomes

- Higher staff retention rates, reducing turnover and creating a stable, experienced teaching staff.
- A school culture that prioritizes well-being, collaboration, and staff appreciation, leading to long-term job satisfaction.
- A self-sustaining support system where new teachers receive mentorship, and veteran teachers continue to grow professionally.
- Enhanced school-community relationships, as staff, students, and families engage in shared events and activities.
- Increased student success and academic outcomes due to consistent, well-supported teachers.
- A positive, inclusive, and thriving workplace environment where staff feel valued and motivated to stay.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Medium-Term Outcomes

- Reduced teacher burnout and stress levels due to ongoing SEL support, well-being check-ins, and social-emotional PD.
- Stronger staff relationships and collaboration, resulting in a more cohesive and supportive school culture.
- Increased staff retention rates as teachers feel more valued, connected, and supported in their professional growth.
- More active staff participation in community-building events such as game nights, picnics, and outside gatherings.
- Increased engagement in school spirit initiatives, strengthening a sense of unity among staff and students.
- More effective mentorship and professional growth opportunities, improving instructional practices and student achievement.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Long-Term Outcomes

- Higher staff retention rates, reducing turnover and creating a stable, experienced teaching staff.
- A school culture that prioritizes well-being, collaboration, and staff appreciation, leading to long-term job satisfaction.
- A self-sustaining support system where new teachers receive mentorship and veteran teachers continue to grow professionally.
- Enhanced school-community relationships, as staff, students, and families engage in shared events and activities.
- Increased student success and academic outcomes due to consistent, well-supported teachers.
- A positive, inclusive, and thriving workplace environment where staff feel valued and motivated to stay.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0225 Homan Elementary (Locked)

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

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

\$2,000.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	95 %	92 %	2024-2025	96.1 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Homan's Problem of Practice in this area is to increase the opportunities for families to engage in their child's education.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Some transiency and non-stability rates- families are not aware of our opportunities
- Lack of family involvement in events
- Current offerings of parent engagement opportunities are not relevant for all parents
- Lack transportation and/or daycare for in-person meetings.
- Lack of reliable technology to complete online surveys
- Scheduled meetings or family engagement opportunities do not accommodate parents' day to day schedules

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Survey parents on what type of parent engagement opportunities they need/want at Homan
- Increase the amount of communication regarding parent engagement opportunities for families
- Increase a variety of platforms for information to be distributed to parents (Parent Square, Dojo, Marquee, flyers)
- Provide devices in the office and/or After School Program for parents to take surveys and offer incentives

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Family Engagement

Fully Implemented

The intended goal was fully implemented to increase opportunities for families to engage in their students' education. We will continue to utilize the following;

- Increase the number of family engagements beyond Fall/Spring Success Together, Back to School Night, Open house, Annual Backpack Event, Quarterly Award Assemblies, 6th Grade Promotion, Field trips, Winter performance, Sports events, Spring music performances and Goodies with Guardians

Action 2: Parent Involvement

Fully Implemented

- Increase on-going communication with families about school schedules, events, and updates through Parent Square, School Marquee, Class Dojo, flyers and phone calls
- Parents were provided the opportunity to take the Fall Climate and Culture Survey at home or school. We provided an incentive to students when parents participated.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Family Engagement

Effective

- Metric went up from 88% on the Fall Survey 2023 to 90% on the Spring Survey 2024, and currently at 92% on the Fall survey in 2024.
- Increased the number of families who took the Fall Survey
- Increased the number of families who attend and support school events

Action 2: Parent Involvement

Ineffective

- Metric went up from 88% on the Fall Survey 2023 to 90% on the Spring Survey 2024, and currently at 92% on the Fall survey in 2024.
- Increased the number of families who took the Fall Survey
- Increased the number of families who attend and support school events

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Offer meetings at varied times (morning, evening, virtual options) to accommodate parent's different schedules
- Recognize and appreciate parent contributions in school meetings, newsletters, and events
- Hold informal "Coffee with the Principal" or "Family Chat" sessions to build rapport

Section D: 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.

SSC:

- The SSC supported more funding to be used toward classroom supports such as a TSA and Teaching Fellows to continue RTI.
- Continue family events

ELAC:

- The ELAC supported more funding to be used toward classroom supports such as a TSA and Teaching Fellows to continue RTI.
- Continue family events
- More opportunities to be involved in family events

Staff:

- Staff supported more funding to be used toward classroom supports such as a TSA and Teaching Fellows to continue RTI.
- Continue current incentive programs

Action 1 :

Family Engagement

Action Details:

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

- Back to School Night/Annual Backpack Event
- Open House
- Awards' Ceremonies
- Winter Program
- Spring Music Program
- Goodies with Guardians (formerly Pastries with Parents)
- 6th Grade Promotion
-
- Promote, solicit and retain parents for SSC and ELAC
- Family Engagement Hour/Parent University Modules by the HSL
- Student academics/student centered: Parents to become more actively involved in their students' education. This will enable them to give input during shared decision making that will reflect the diverse needs of our student population. Parents will be better equipped to support their student.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- SSC/ELAC to provide input
- Materials and supplies/food
- Supplemental contracts for committee members/staff
- Contract for Funworks and vendors
- Photo services
- Contracts for translators and babysitting
- Technology for parent participation

- Incentives
- Mileage for staff/HSL to support involvement

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

Staff will recruit and encourage participation of families of our AAsubgroup.

Student Groups

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

African American (AA):

Homan will use Title 1 funds to support the African American student group by:

- Purchase of TSA and District Funded Academic Coach to support site MTSS structures specifically ELA and Math RTI for identified students.
 - TSA will support students through Student Engagement Activities related to increased social emotional competencies connected to academic achievement and a sense of belonging at school.
 - HSL will support students through attendance incentives and family engagement focused on increasing attendance at school and the positive impacts on student achievement.
 - Tier II support to students will focus on student learning identified social emotional competencies correlated to school success.
 - Purchase of Materials and supplies that connect to increased achievement, attendance and demonstration of SEL skills aligned to school success
- African American (AA):

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

African American (AA):

Homan will use 7090/7091 funds to support the African American student group by:

- Purchase of TSA and District Funded Academic Coach to support site MTSS structures specifically ELA and Math RTI for identified students.
- Purchase of Teaching fellows to support site MTSS structures specifically ELA RTI for identified students.
- TSA will support students through Student Engagement Activities related to increased social emotional competencies connected to academic achievement and a sense of belonging at school.
- HSL will support students through attendance incentives and family engagement focused on increasing attendance at school and the positive impacts on student achievement.
- Tier II support to students will focus on student learning identified social emotional competencies correlated to school success.
- Purchase of materials, supplies, graphic and technology that connect to increased achievement, attendance and demonstration of SEL skills aligned to school success

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

African American (AA):

Homan Actions to support the African American student group by:

- Purchase of TSA to support site MTSS structures specifically ELA RTI for identified students. For Example: Students will be identified using a specific criteria and metrics and receive Orton Gillingham targeted instruction in ELA and Math intervention.

- TSA will support students through Student Engagement Activities related to increased social emotional competencies connected to academic achievement and a sense of belonging at school. For Example: Million Minute Reading Challenge, iReady Completion Incentive, Homan Hawk Blue Ticket Incentive Program, Student Leadership
- HSL will support students through attendance incentives and family engagement focused on increasing attendance at school and the positive impacts on student achievement.
- For Example: Attendance Family Challenge and Student Quarterly Recognition/ Daily Student Check Ins on identified students within identified attendance bands (Manageable)
- Tier II support to students will focus on student learning identified social emotional competencies correlated to school success. For Example: Counseling/SEL Groups
- Purchase of Materials and supplies that connect to increased achievement, attendance and demonstration of SEL skills aligned to school success For Example: A variety of incentives aligned to an earned criterion in Attendance and demonstration of target SEL skills

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Stronger family-school connections through continued family events, reinforcing parent involvement and community engagement.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Higher family participation in school events, with new activities tailored to community needs based on parent feedback.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- A highly engaged school community with regular, well-attended family events and active parental involvement in school planning.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0225 Homan Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials/Supplies for parent engagement **No food or incentives**	1,865.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Interpreters for parent meetings	655.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Parent Participation/Babysitting	655.00

\$3,175.00

2025-2026 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-Regu	Teacher, Spec Assgn	0.3500	Laura Dutcher if designated TSA not district funded. Funded for one year. TSA to support reading and writing instrction/RTI,MTSS.	59,659.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000	Laura Dutcher if designated TSA not district funded. Funded for one year. TSA to support reading and writing instrction/RTI,MTSS.	85,226.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies	11,000.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Reading Intervention: Split fund with 3010 and 7091	31,377.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	20,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.1500	Laura Dutcher if designated TSA not district funded. Funded for one year. TSA to support reading and writing instrction/RTI,MTSS.	25,567.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	2,452.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	2,549.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs for Planning	2,386.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Books and Reference	500.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	12,264.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Tech Repair	1,000.00
G3A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			HSL mileage	300.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies	2,000.00
G3A2	Sup & Conc	Instruction	Direct-Graph			Graphics	300.00
G3A2	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Fun Works	4,200.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	PERSACTHST – CHANGE: VR 1070184 - Cummings,Tamara: POSCHANGE - NEW PRM 04/09/2025	18,169.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies	2,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials/Supplies for parent engagement **No food or incentives**	1,865.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Interpreters for parent meetings	655.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Parent Participation/Babysitting	655.00

\$284,124.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$61,824.00
Sup & Conc	7090	\$190,422.00
LCFF: EL	7091	\$31,878.00
Grand Total		\$284,124.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$253,980.00
G3 - Increase student engagement in their school and community	\$24,969.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$2,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$3,175.00
Grand Total	\$284,124.00