# Homan Elementary

10621666006290

Principal's Name: Peggy Harrison

Principal's Signature: Peggy Harrison

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

## Table of Contents


| Topic | Details |
|---|---|
| Cover Page | *CDS Code with Signature* |
| Table of Contents | *Listing of SPSA Contents and District Goals* |
| Centralized Services | *N/A* |
| School Site Council Assurances | *Consolidated Program Assurances* |
| School Site Council (SSC) | *Members list* |
| Required Signatures | *Principal and SSC Chairperson* |
| Budget | *Site Allocations* |
| School Quality Review Process | • *Needs Assessment: Data Analysis and identification of needs and goals*<br>• *Actions designed to meet needs and targeted goals*<br>• *Budget allocations and planned expenditures* |
| Additional Documents | *SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum* |


## District Goals

The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals and Guardrails 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.

| | | |
|---|---|---|
| Academic Achievement<br>The Whole Child (Engagement/SEL)<br>Operational Excellence | **DISTRICT GOALS:**<br>**Early Literacy**<br>**Literacy Intervention**<br>**College & Career Readiness**<br>**Life Skills** | **DISTRICT GUARDAILS:**<br>**Community Engagement**<br>**Equitable Access**<br>**Effective Staff**<br>**Health & Wellness** |

**Centralized Services** - No Centralized Services are utilized at this time.

## Consolidated Program Assurances

| |
|---|
| The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually. |
| The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA. |
| The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members. |
| The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development. |
| The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth. |
| School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years. |
| Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact. |
| Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students. |
| The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and rewritten during the second semester of each school year for annual approval by the Board of Education. |

Fresno Unified School District – School Plan for Student Achievement 2026-2027

## School Site Council

| School Site Council List | | | | | |
|---|---|---|---|---|---|
| Member Name | Principal | Classroom Teacher | Other Staff | Parent/Community Member | Secondary Student |
| 1. Principal – Peggy Harrison | X | | | | |
| 2. Chairperson - Tamara Cummings | | | | X | |
| 3. Vice Chairperson – Lisa Luna | | | | X | |
| 4. Secretary – Robert Areyano | | X | | | |
| 5. Rithy Som | | | X | | |
| 6. Angelica Baca | | X | | | |
| 7. Elizabeth Almaraz | | X | | | |
| 8. Laura Vang | | | X | | |
| 9. Laura Yates | | | | X | |
| 10. Mee Her | | | | X | |
| 11. Floridilia Pineda | | | | X | |
| 12. | | | | | |
| 13. | | | | | |
| 14. | | | | | |
| 15. | | | | | |

| Check the appropriate box below: |
|---|
| X ELAC reviewed the SPSA as a school advisory committee. |
| ☐ ELAC voted to consolidate with the SSC. Date_____. |

Fresno Unified School District – School Plan for Student Achievement 2026-2027

**Required Signatures**

| School Name: Homan Elementary | | | |
|---|---|---|---|
| Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement. | | | |
| **Title** | **Print Name Below** | **Signature Below** | **Date** |
| **Principal** | **Peggy Harrison** | Peggy Harrison | 3/24/26 |
| **SSC Chairperson** | **Tamara Cummings** | Tamara Cummings | 3/24/26 |

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

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

FY 2026/27

# Homan - 0225

## ON-SITE ALLOCATION

| | | | |
|---|---|---|---|
| 3010 | Title I | $59,064 | * |
| 7090 | LCFF Supplemental & Concentration | $165,120 | |
| 7091 | LCFF for English Learners | $26,680 | |
| | **TOTAL 2026/27 ON-SITE ALLOCATION** | **$250,864** | |

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

| | |
|---|---|
| Parent Involvement Budget - Minimum | $1,712 |
| Program Budget | $57,352 |
| Total Title I Allocation | $59,064 |

**ESSA Assistance Status: Not Identified for Assistance**

January 30, 2026

# Homan Elementary 2026-2027 - SPSA Draft Edits

## Needs Assessment

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

### School Quality Review

**School Level Dashboard**

| Goal | Selected Metrics | Current Target | Actual | As Of | Target |
|---|---|---|---|---|---|
| Goal 1 | ELPAC - percentage of students who scored 4 | | 15.6 % | 2024-2025 | **16.7 %** ↑ |
| Goal 1 | ELPI - percentage of students who improved at least one ELPI level (English Learner) | | 41.5 % | 2024-2025 | **42.6 %** ↑ |
| Goal 1 | i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade) | | 41.5 % | 2025-2026 | **42.6 %** ↑ |
| Goal 1 | i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL) | | 33.5 % | 2025-2026 | **34.6 %** ↑ |
| Goal 1 | i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder) | | 42.6 % | 2025-2026 | **43.7 %** ↑ |
| Goal 1 | i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL) | | 48.9 % | 2025-2026 | **50 %** ↑ |
| Goal 1 | i-Ready ELA D2 proficiency - percentage of students on/above (ALL) | | 30.4 % | 2025-2026 | **31.5 %** ↑ |
| Goal 1 | i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade) | | 56.6 % | 2025-2026 | **57.7 %** ↑ |
| Goal 1 | i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL) | | 40.9 % | 2025-2026 | **42 %** ↑ |
| Goal 1 | i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder) | | 57.4 % | 2025-2026 | **58.5 %** ↑ |
| Goal 1 | i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL) | | 56 % | 2025-2026 | **57.1 %** ↑ |
| Goal 1 | i-Ready Math D2 proficiency - percentage of students on/above (ALL) | | 17.3 % | 2025-2026 | **18.4 %** ↑ |
| Goal 1 | SBAC ELA - Average distance from standard (ALL) | -40.2 pts | -39.6 pts | 2024-2025 | **-24.6 pts** ↑ |
| Goal 1 | SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11) | | 35.7 % | 2024-2025 | **40.7 %** ↑ |
| Goal 1 | SBAC Math - Average distance from standard (ALL) | -47.1 pts | -46.6 pts | 2024-2025 | **-31.6 pts** ↑ |
| Goal 1 | SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11) | | 34 % | 2024-2025 | **39 %** ↑ |
| Goal 2 | Chronic Absenteeism - (English Learner) | | 23.8 % | 2024-2025 | **23.2 %** ↓ |

| | | | | | | |
|---|---|---|---|---|---|---|
| Goal 2 | Chronic Absenteeism (ALL) Semester 1 | 38.2 % | 24.7 % | 2025-2026 | **24.1 %** | ↓ |
| Goal 2 | Fall Climate & Culture family survey - percent favorable in family engagement domain | 96.1 % | 96 % | 2025-2026 | **97.1 %** | ↑ |
| Goal 2 | Fall Climate & Culture staff survey - percent favorable in staff culture domain | 93.3 % | 98 % | 2025-2026 | **99.1 %** | ↑ |
| Goal 2 | Fall Climate & Culture student survey- percent favorable in student health & wellness domain | | 85 % | 2025-2026 | **87 %** | ↑ |
| Goal 2 | Suspension Rate (ALL) Semester 1 | 2.67 % | 2 % | 2025-2026 | **1.67 %** | ↓ |

## Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

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

### Early Literacy (Grades K–2)

Although Kindergarten and 1st grade students show small gains in i-Ready ELA growth measures, the overall percentage of K–2 students meeting stretch and typical growth targets remains below levels needed to significantly increase end-of-year proficiency, as indicated by only 31.5% of all students reaching on/above grade-level proficiency in i-Ready ELA Diagnostic 2. Early literacy foundational skills are not yet developing at a rate that ensures students are on track for grade-level reading by the end of 2nd grade.

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

### K–6 Mathematics

Although K–6 students show modest gains in i-Ready Math stretch and typical growth, the overall percentage of students meeting grade-level proficiency remains low. Only 18.4% of students are on or above grade level in i-Ready Math Diagnostic 2, and SBAC Math results show an average distance from standard of –31.6 points with only 39% of students meeting or exceeding standards. These patterns indicate that K–6 math instruction is not yet accelerating learning at a rate sufficient to close foundational skill gaps and prepare students for grade-level mastery.

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

### English Learners (K–6)

Although English Learners show slight improvement on ELPI and ELPAC indicators, their rate of language development is not yet sufficient to ensure success in core academic content areas. Only 16.7% of EL students score at ELPAC Level 4, and 42.6% demonstrate growth of one ELPI level. These outcomes, combined with low proficiency rates in i-Ready ELA (31.5% on/above grade level) and i-Ready Math (18.4% on/above grade level), indicate that English Learners do not yet receive the level of targeted language and literacy support necessary to fully access grade-level standards. As a result, ELs continue to experience persistent achievement gaps in literacy and math as reflected in SBAC ELA (–24.6 average distance from standard) and SBAC Math (–31.6 average distance from standard).

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

## ELA (K–6)

Although students are meeting or slightly exceeding i-Ready ELA growth targets, the overall percentage of students reading on or above grade level remains low. Only 31.5% of students reach grade-level proficiency on i-Ready ELA Diagnostic 2, and SBAC ELA results show a significant gap from standard (–24.6 points) despite improvement from prior targets. This indicates that while students are growing, they are not accelerating at a rate sufficient to meet grade-level literacy expectations, particularly for English Learners and students with foundational reading gaps.

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

## Early Literacy (Grades K–2)

**Major causes contributing to the problem of practice:**

## 1. A need for consistent implementation of Tier 1 early literacy instruction

Not all classrooms are delivering daily, explicit, and systematic instruction in phonemic awareness, phonics, decoding, fluency, and oral language. Variation in instructional practices limits the effectiveness of core instruction needed to move large numbers of K–2 students to grade level.

## 2. A need for acceleration for students who begin the year below grade level

While growth targets are being met, the gains are not large enough to close foundational skill gaps for early readers. Students who start significantly behind are not receiving enough targeted support to reach grade-level proficiency by Diagnostic 2 or the end of the year.

## 3. A need for consistent implementation of language development support for English Learners

ELPAC and ELPI data indicate modest language gains. Many English Learners require more robust oral language, vocabulary, and structured linguistic supports within literacy lessons to fully access foundational reading skills.

## 4. Limited differentiation within Tier 1 instruction

Teachers are using whole-group instruction more frequently than flexible small groups targeted to students' decoding and phonological awareness needs. Without strong differentiation, students who require more specialized instruction are not progressing quickly enough.

## 5. A need for consistent use of data to inform instruction and intervention cycles

Although i-Ready provides detailed diagnostic information, data are not consistently being used to adjust small groups, identify missing foundational skills, or guide intervention entry/exit. This leads to missed opportunities to provide timely, targeted support to students who need it most.

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

# K–6 Mathematics

**Major causes contributing to the problem of practice:**

## 1. A need for consistent implementation of standards-aligned Tier 1 math instruction

Many K–6 classrooms are not consistently delivering rigorous, grade-level math instruction that balances conceptual understanding, procedural fluency, and application. Variability in instructional practices means that students—especially those starting below grade level—do not consistently receive high-quality math experiences needed to master standards.

## 2. A need for increased support for students who begin the year below grade level

Students performing below grade level are not receiving targeted, intensive intervention aligned to foundational numeracy skills. As a result, they make modest progress but do not accelerate fast enough to close gaps.

## 3. English Learners and other disproportionately impacted groups need additional language supports within math instruction

Math classrooms are not consistently embedding the academic language, vocabulary development, and structured math discourse needed for multilingual learners to access rigorous math content.

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

## English Learners (K–6)

**Major causes contributing to the problem of practice:**

### 1. A need for consistent implementation of Integrated and Designated ELD across classrooms

Although teachers provide some language supports, ELD is not consistently embedded into daily instruction in a structured, standards-aligned way. As a result, English Learners are not receiving enough explicit instruction in academic vocabulary, syntax, and oral language to accelerate toward ELPAC Level 4 and improve access to grade-level content.

### 2. A need for increased access to rigorous, language-rich grade-level instruction for English Learners

ELs often receive simplified or scaffold-heavy instruction that reduces access to the depth and rigor of grade-level ELA and math standards. Without consistent opportunities to engage in complex reading, writing, math reasoning, and structured discourse, ELs struggle on i-Ready and SBAC assessments, reflected in low proficiency and high distance-from-standard scores.

### 3. A need for increased targeted intervention aligned to EL language needs and academic gaps

While overall student growth (i-Ready) has improved, English Learners often need **both** language development and foundational skills intervention to accelerate. Current intervention systems may not differentiate between language acquisition needs and academic skill needs, leading to slow movement through ELPI levels and low proficiency in ELA and math.

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

## ELA (K–6)

**Major causes contributing to the problem of practice:**

### 1. A need for consistent implementation of rigorous, standards-aligned Tier 1 ELA instruction

While growth targets are being met, Tier 1 instruction is not consistently providing the level of rigor, text complexity, academic vocabulary development, and comprehension strategy instruction needed for students to achieve grade-level proficiency. This inconsistency limits students' ability to master grade-level reading and writing expectations.

## 2. A need for increased acceleration for students who begin the year below grade level

Students who start below grade level are not receiving targeted, intensive literacy intervention aligned to their foundational reading and comprehension gaps. While they are growing (as shown by stretch/typical growth outcomes), the growth is not rapid enough to move them into proficiency, resulting in only **31.5%** of students meeting grade-level expectations.

## 3. English Learners need additional language development within ELA instruction

ELs are not receiving enough integrated language instruction within ELA—specifically in vocabulary, syntax, oral language, and academic discourse. Slow growth in language proficiency (only **16.7% at ELPAC Level 4**) limits EL access to grade-level texts, comprehension tasks, and writing demands, contributing to lower SBAC ELA performance and overall proficiency.

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.

## Early Literacy (Grades K–2)

**1. A need for more consistent implementation of Tier 1 early literacy instruction**

**Specific Needs**

- Consistent, schoolwide literacy routines for phonemic awareness, phonics, decoding, fluency, and oral language across all K–2 classrooms.
- Professional development and coaching in the science of reading, ensuring teachers can deliver explicit, systematic foundational skills instruction.
- Time for teachers to internalize and rehearse lessons so Tier 1 instruction is aligned and high-quality each day.
- Instructional walkthrough tools focused on foundational literacy components to ensure fidelity across classrooms.

**2. Students who begin below grade level need additional acceleration to close foundational skill gaps**

**Specific Needs**

- Daily small-group instruction focused on specific deficit areas identified in i-Ready (phonological awareness, phonics, vocabulary, fluency).
- Tier 2 and Tier 3 intervention programs aligned with the foundational reading sequence.
- Increased intervention staffing—such as reading interventionists or instructional paraprofessionals assigned specifically to K–2.
- Frequent progress monitoring (weekly/biweekly) to adjust groups and intervention plans quickly.

**3. English Learners need an increase in language development to support early literacy**

**Specific Needs**

- Integrated and Designated ELD aligned with foundational literacy instruction (vocabulary, syntax, oral language, phonological awareness).
- Language-rich literacy routines, including structured discussion, sentence frames, and opportunities for oral rehearsal before reading or writing.
- Professional development on EL instructional strategies, particularly how to scaffold phonics and decoding for multilingual learners.
- Materials that support language development (visual supports, bilingual glossaries, picture cards).

**4. An increase in differentiation within Tier 1 instruction**

**Specific Needs**

- Training on flexible grouping strategies, using real-time classroom and i-Ready data to adjust instruction weekly.
- Differentiated literacy centers with phonics games, decodable text sets, and fluency-building activities at multiple skill levels.
- Structured data protocols to help teachers identify gaps and plan differentiated instruction effectively.
- More classroom resources that support differentiated learning paths.

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.

## K–6 Mathematics

**1. A need for more consistent implementation of standards-aligned Tier 1 math instruction**

**Specific Needs**

- Consistent use of high-quality, standards-aligned math instructional routines (conceptual models, discourse routines, problem-solving frameworks) across all K–6 classrooms.
- Professional development and coaching focused on:
  - conceptual understanding (concrete → representational → abstract),
  - math talk and discourse,
  - productive struggle and questioning strategies,
  - aligning instruction to the rigor of the CA Math Standards.
- Structured planning time (PLCs or grade-level teams) to internalize lessons and identify misconceptions before instruction occurs.

- Instructional walkthrough tools aligned to math-specific practices (e.g., use of manipulatives, visualization, reasoning).

**2. An increase in support for students who begin the year below grade level**

**Specific Needs**

- Daily math small groups focused on specific skill deficits identified through i-Ready (number sense, operations, fractions, problem solving).
- Tier 2 and Tier 3 intervention programs that are aligned with grade-level standards and foundational numeracy progressions.
- Increased intervention staffing (math intervention teachers or instructional aides) specifically targeting K–6 students with the greatest gaps.
- Frequent progress monitoring to adjust intervention plans every 2–3 weeks rather than every trimester.
- Structured intervention blocks to be built into the master schedule for K–6.

**3. English Learners and disproportionately impacted groups need additional language supports embedded within math instruction**

**Specific Needs**

- Math academic vocabulary routines (sentence frames, word banks, structured oral rehearsal, visual representations).
- Explicit teaching of language structures required to explain reasoning, justify solutions, and interpret word problems.
- Integrated ELD within math lessons, with intentional scaffolds for language development during conceptual and problem-solving tasks.
- Professional development for teachers on how to support ELs in math (math discourse, sheltered instruction, language+concept support).
- Access to bilingual or visual resources that support conceptual understanding.

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.

## English Learners (K–6)

**1. A need for consistent implementation of Integrated and Designated ELD across classrooms**

**Specific Needs**

- Structured, consistent Designated ELD time across all grade levels aligned to ELD standards and focusing on vocabulary, syntax, language functions, and oral language development.

- Professional development and coaching on implementing both Integrated and Designated ELD with fidelity, emphasizing:
  - academic vocabulary routines
  - scaffolding strategies
  - structured student talk and discourse
  - explicit instruction in language forms and functions
- Common ELD instructional materials and routines (e.g., sentence frames, word banks, language objectives, graphic organizers).
- Regular walkthroughs with a specific lens on ELD implementation to ensure consistency across classrooms.

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**2. A need for increased access to rigorous, language-rich grade-level instruction for English Learners**

**Specific Needs**

- Grade-level text and task access supported by scaffolds rather than simplified materials (e.g., visuals, chunked text, front-loaded vocabulary).
- Structured academic discourse routines that allow ELs to practice language while engaging in rigorous content, such as:
  - turn-and-talk with sentence frames
  - structured debate protocols
  - math reasoning sentence stems
- Professional development on how to maintain rigor while providing appropriate language supports (SDAIE, GLAD strategies, scaffolding vs. lowering expectations).
- Opportunities for ELs to work with complex texts, multi-step word problems, and writing tasks to build proficiency in both content and language.

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**3. A need for increased targeted intervention aligned to EL language needs and academic gaps**

**Specific Needs**

- Intervention that integrates both literacy and language development, rather than focusing only on foundational skills without addressing vocabulary and comprehension.
- Diagnostic tools and data protocols that help teachers distinguish:
  - language acquisition needs
  - academic skill needs
- Small-group intervention time built into the master schedule specifically designed for ELs needing additional language development.
- Progress monitoring systems to track ELPI movement and language domain growth (listening, speaking, reading, writing).

- Collaboration between interventionists, classroom teachers, and ELD specialists to design targeted supports for ELs.

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.

## ELA (K–6)

**1. A need for more consistent implementation of rigorous, standards-aligned Tier 1 ELA instruction**

**Specific Needs**

- Professional development and coaching on evidence-based literacy practices including:
  - teaching complex texts
  - questioning strategies and text-dependent analysis
  - writing from sources
  - explicit vocabulary instruction
  - academic discourse routines
- Common planning and lesson internalization time for teachers to align instruction to CA ELA standards.
- Consistent use of high-quality materials that support grade-level reading, writing, speaking, and listening.
- Instructional walkthroughs and feedback cycles focused on reading comprehension, text complexity, and writing expectations.

**2. A need for increase in acceleration for students who begin the year below grade level**

**Specific Needs**

- Daily small-group instruction targeted to foundational skills (phonics, decoding, fluency, vocabulary, comprehension).
- Tier 2 and Tier 3 intervention programs aligned with i-Ready subskills and ELA standards.
- A structured schoolwide intervention block with protected daily time for targeted literacy support.
- Regular progress monitoring (every 1–2 weeks) to adjust intervention groups based on performance.
- Intervention staff (literacy aides, reading specialists) strategically assigned to grades and classrooms with the highest number of below-level students.

**3. A need for increased language development within ELA instruction**

**Specific Needs**

- Integrated ELD embedded in ELA lessons, including:
  - explicit vocabulary and morphology instruction
  - structured oral language routines
  - sentence frames and academic language scaffolds
  - modeling of writing structures and grammar
- Designated ELD time that is consistent, standards-aligned, and focused on developing oral language, reading comprehension, and writing for ELs.
- Teacher training on how to support ELs in accessing grade-level texts through strategic scaffolding.
- Instructional materials designed for ELs, such as visual supports, bilingual glossaries, and EL-friendly graphic organizers.

## Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

ELA Kindergarten - Sixth Grade — **Fully Implemented**

The actions were fully Implemented to meet the desired student outcomes.

Math: Kindergarten - Sixth — **Fully Implemented**

The actions were fully Implemented to meet the desired student outcomes.

Student Involved in sports, music and clubs — **Fully Implemented**

The actions were fully Implemented to meet the desired student outcomes.

### Exposure to Career Technical Education

Fully Implemented

The actions were fully Implemented to meet the desired student outcomes.

### Attendance

Fully Implemented

The actions were fully Implemented to meet the desired student outcomes.

### Positive Behavior Support

Fully Implemented

The actions were fully Implemented to meet the desired student outcomes.

### Staff Engagement

Fully Implemented

The actions were fully Implemented to meet the desired student outcomes.

### Family Engagement

Fully Implemented

The actions were fully Implemented to meet the desired student outcomes.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

### ELA Kindergarten - Sixth Grade

Partially Effective

While a comprehensive set of actions was put in place—including targeted RTI instruction, PLC-aligned planning, foundational skills training, writing integration, and expanded intervention supports—the current performance metrics indicate that the desired outcomes were not yet fully met.

## Math: Kindergarten - Sixth

Partially Effective

Although a wide range of evidence-based math actions were put in place—such as daily high-quality Tier I instruction, differentiated small-group support, Tier II/III MTSS interventions, PLC-driven data cycles, use of district-aligned resources, and ongoing professional learning—the current metrics remain below the required targets for both growth and proficiency.

## Student Involved in sports, music and clubs

Partially Effective

Although actions were implemented to increase participation, data was not collected or analyzed in a consistent or systematic manner. As a result, it is difficult to determine the full effectiveness of these efforts, as the lack of reliable data limits the ability to measure progress, identify trends, or assess the true impact on participation.

## Exposure to Career Technical Education

Effective

Participation was maximized for CTE-aligned real-world experiences.These actions indicate intentional efforts to support belonging, connection, and readiness skills.

## Attendance

Partially Effective

These actions show that the foundational components of an attendance improvement system were in place. However, absenteeism continues to be problematic.

## Positive Behavior Support

Effective

Both Panorama Culture & Climate Survey results—98% for staff and 85% for students—exceeded district goals, indicating strong perceptions of health, wellness, and overall school climate. Additionally, Second Step usage at 84% is above the district expectation, demonstrating consistent delivery of core SEL instruction across classrooms.

## Staff Engagement

Effective

The Panorama Fall Culture & Climate Survey shows 98% staff Health and Wellness, exceeding the district goal. These results indicate that staff perceptions of wellness and the execution of instructional supports aligned with expectations.

### Family Engagement

Partially Effective

The actions implemented—such as Back to School Night, Open House, awards ceremonies, winter and spring performances, Goodies with Guardians, 6th Grade Promotion, SSC/ELAC recruitment, Family Engagement Hour, and Parent University modules—demonstrate a strong, comprehensive effort to involve families and increase their participation in school life. These activities provided multiple opportunities for parents to connect with the school, give input, and support student learning. Based on the available data, the systems, products, and services related to family engagement were partially implemented. The Panorama Fall Culture Climate Survey shows an actual score of 96%, which is just below the target of 96.1%. Although the difference is small, it indicates that the goal was not fully met.

## 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.

Based on our analysis of the current SPSA and budget, we will:

- Strengthen and refine ELA instructional systems, with an increased focus on fidelity of implementation, progress monitoring, and targeted intervention based on student data.
- Deepen math instructional practices, ensuring consistent use of high-quality Tier I instruction, small-group differentiation, and MTSS-aligned intervention supports.
- Increase student involvement in sports, music, CTE, and clubs by implementing more structured outreach, tracking participation data, and expanding equitable access for underrepresented student groups.
- Enhance attendance systems, including more consistent data collection, tiered interventions, and family communication to reduce chronic absenteeism.
- Expand family engagement efforts with a greater emphasis on consistent outreach, diverse event offerings, and improved data tracking to assess attendance and impact.

## 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:

- Allocate additional funding for classroom supports, including a TSA and Teaching Fellows, to continue RTI.
- Continue hosting family engagement events.
- Provide tutoring resources to support struggling students.
- Expand intervention opportunities.
- Increase parent engagement and connection opportunities.
- Strengthen After-School Program (ASP) supports.
- Offer parent workshops.
- Host community-building events such as Food Night, the Carnival, and the Art Showcase.

### ELAC:

- Allocate funding for classroom instructional supports, including a TSA and Teaching Fellows, to sustain RTI.
- Maintain existing student incentive programs.
- Provide substitute coverage for SSTs, IEPs, and grade-level planning.
- Continue funding for copier access and essential technology needs.
- Maintain funding for RCA, ELPAC assessors, and interpreters.
- Support key instructional subscriptions, including Reflex Math and Next Gen Math.

### Staff:

- Allocate funding for classroom instructional supports, including a TSA and Teaching Fellows, to sustain RTI.
- Continue and maintain current incentive programs.
- Fund substitute coverage for SSTs, IEPs, and grade-level planning.
- Continue funding for additional copier access and necessary technology.
- Maintain funding for RCA, ELPAC assessors, and interpreters.
- Support instructional subscriptions such as Reflex Math and Next Gen Math.

- Promote positive parent involvement.

# Action

## Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

## ELA TK/Kindergarten - Sixth Grade

## Action Details

**Literacy Intervention**

Homan will implement a comprehensive, balanced literacy program for TK–6 that emphasizes daily Tier I, Tier II, and Tier III targeted instruction to ensure all students read at or above grade level. Teachers will deliver standards-aligned core instruction, supported by differentiated small-group instruction based on ongoing assessment data. Students requiring additional support will receive targeted intervention through structured RTI blocks and evidence-based literacy programs. PLC teams will use i-Ready, CFAs, CSAs, running records, and foundational skills assessments to identify student needs, monitor growth, and adjust instruction. Instructional resources—including decodables, leveled texts, digital platforms, and intervention materials—will support systematic development of foundational skills, vocabulary, fluency, comprehension, and writing. The Instructional Academic Coach and Reading Specialist will provide modeling, coaching, and professional learning to strengthen instructional practice. Enrichment and extended learning opportunities will also be offered to accelerate progress for students reading at or above grade level, ensuring all students demonstrate meaningful yearly growth in literacy.

## Direct Instructional Services

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

- Provide all K–6 students with a minimum 30-minute differentiated RTI reading block each day targeting specific skill gaps.
- Identify students for targeted support based on standards-based needs, reading levels, and assessment data.
- Use daily formative assessments to adjust instruction and inform small-group reading instruction.
- Ensure PLCs integrate question progressions, student work analysis, item analysis, and targeted RTI planning aligned to learning targets.
- Implement writing strategies across all PLCs to support K–6 Writing Standards.
- K–2 teachers apply foundational skills training using the Wonders GVC.
- Provide differentiated small-group instruction in K–6 using rigorous, standards-aligned resources.
- Students participate in the Million Minute Reading Challenge to promote reading engagement and stamina.
- Support literacy instruction through PLC improvements with a focus on EL students using CORE and RTI processes.
- Provide targeted reading intervention delivered by Teaching Fellows and paraprofessionals.

- Supply technology, online instructional programs, internet subscriptions, and graphics to support literacy instruction.
- Use Common Core Companion and additional standards-aligned resources to support planning and instruction.
- Provide release time (planning days) and supplemental contracts to support literacy professional learning, instruction, and family engagement.
- Use Wonders Leveled Readers and additional leveled texts for guided reading and intervention.
- Implement Orton-Gillingham intervention strategies delivered by the Reading Specialist for foundational reading support.
- Teachers engage in Fresno High Region Literacy Plan professional learning aligned to essential literacy practices.
- Deliver systematic instruction in decoding, encoding, word analysis, fluency, accuracy, and comprehension to all TK–6 students.
- Partner with TNTP for professional learning, coaching, curriculum planning, summer learning, and data analysis.
- Conduct literacy diagnostics including focus groups, site walks, surveys, and data reviews to guide instructional improvements.
- Build leadership and coaching capacity in early literacy through Science of Reading-aligned training and communities of practice.
- Provide ongoing coaching cycles for leaders and teachers with progress monitoring and PLC support.
- Academic Coach and Reading Specialist deliver Tier II RTI training and support for classroom teachers.
- PLCs use phonics-aligned common formative assessments for progress monitoring.
- PLCs conduct root-cause analysis for students not meeting standards to plan re-teaching and enrichment for those mastering learning targets.

## 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.

- Provide Designated ELD instruction using Wonders resources to develop language proficiency for newcomers, LTELs, and progressing EL students.
- Deliver Integrated ELD support throughout the instructional day, including targeted foundational reading skill instruction during RTI.
- Implement goal-setting and data chats with EL students based on ELPAC results and EL Redesignation Goal-Setting Reports.
- Monitor EL progress toward reclassification using ELPAC scores, classroom performance, and additional language measures.
- Recognize reclassified students through EL Redesignation Recognition to celebrate achievement.
- Use ELD Standards to guide instruction and ensure alignment with language development needs.
- Provide additional interventions identified by teachers to support EL students demonstrating gaps in literacy, vocabulary, or comprehension.
- Engage the Academic Coach in researching best practices and providing professional learning to staff on effective ELD strategies.
- Utilize ELPAC Assessors to ensure accurate assessment and identification of student language proficiency levels.
- Offer materials and supports tailored to EL students, including visual scaffolds, vocabulary tools, sentence frames, academic subscriptions and structured academic talk routines.
- Utilized translation services to increase parent participation.

## Student Groups

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

**English Learner (EL):**

Provide supplemental instructional materials and resources for English Learners, provide professional development for teachers and support staff to strengthen Designated and Integrated ELD, data-driven instruction, and targeted interventions. Monitor effectiveness through ELPAC/ELPI growth and classroom data. Provide RTI through the use of Ca. Teaching Fellows.

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

**English Learner (EL):**

Using 7090 and 7091 funds, Homan Elementary will provide additional grade level planning for teachers to engage in learning and planning for English Learners. Teachers will implement district-provided ELD lessons with fidelity to ensure consistent, high-quality Designated and Integrated ELD instruction and to support accelerated English language development. ELPAC assessors will be secured.

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

**English Learner (EL):**

Homan Elementary will provide targeted support for English Learners, including LTELs, to ensure access to grade-level standards. Teachers will consistently implement academic discourse strategies and language frames. Designated ELD instruction will be delivered daily, and teachers and support staff will use ELPAC data in Ellevation to monitor progress and identify academic needs. Additional after-school tutoring will be provided to reinforce instruction.

To support EL growth and engagement, we will implement ELPAC goal-setting conferences with students and teachers, host an ELPAC boot camp to promote test-taking strategies and goal-setting and maximize the use of HSL to improve family communication and provide resources for at-home support.

## Family Engagement

### Describe inclusive opportunities to increase family engagement related to this action.

- Continue to host family literacy events.

- Use the Family Engagement Hour led by the HSL to explain ELA expectations, assessment tools, and how MTSS tiers support student progress.
- Provide translated materials, interpreters, and multilingual communication to ensure all families—especially EL families—can access ELA information and participate fully.
- Share student progress clearly with families through i-Ready dashboards, and CFA/CSA data conversations.
- Offer parent workshops on understanding grade-level math standards, digital tools (i-Ready, Go Math online resources), and strategies to reinforce fluency at home.
- Engage parents in ongoing MTSS/RTI communication through SST/TST meetings that include collaborative goal-setting and support plans.
- Provide flexible meeting times and digital access options to increase participation for working families or those with transportation needs.
- Multilingual communication: Provide translated flyers, texts, and utilize Parent Square; ensure interpreters are available for meetings, conferences, and events.
- Family Engagement Hour (EL-focused): Host sessions on Designated/Integrated ELD, RTI supports, and how families can use Wonders and foundational skills resources at home.
- ELPAC readiness & results workshops: Offer info sessions on ELPAC purpose, practice resources, testing dates, and post-results goal-setting with students and families.
- Goal-setting conferences: Conduct data chats (ELPAC, classroom data) with families to co-create language and literacy goals, including reclassification milestones.
- Newcomer welcome supports: Provide orientation, cultural navigation resources, and connections to community services; pair families with bilingual ambassadors.
- LTEL family partnership meetings: Share targeted strategies for overcoming language plateaus and support plans (tutoring, vocabulary routines, academic talk at home).
- Reclassified (RFEP) celebration & monitoring: Recognize RFEP students publicly and invite families to check-ins to ensure continued success.
- Classroom access & showcases: Invite families to observe ELD routines, student presentations, and literacy showcases to model academic language use.
- Flexible, accessible scheduling: Offer evening/virtual options, childcare, and light refreshments; provide transportation or mileage support when possible.
- Two-way feedback loops: Use quick surveys, suggestion boxes, and focus groups (with translation) to gather family input on ELD services and adjust supports accordingly.

## Professional Learning

### Describe Professional Learning related to this action.

- Provide ongoing training for teachers on delivering high-quality Tier I ELA instruction that includes differentiation, small-group targeted support, and alignment to Common Core standards.
- Offer PLC-based professional development focused on analyzing i-Ready, CFA, CSA, and fluency data to drive instructional decisions and intervention grouping.
- Provide professional learning on using Tools for Teachers, the Common Core Companion, and cognitive planning tools to design rigorous, standards-aligned lessons.
- Offer coaching and modeling from the Academic Coach to support lesson design, data analysis, and intervention implementation.
- Provide training on MTSS/RTI ELA supports, including identifying students for Tier II and Tier III interventions and monitoring progress over time.
- Support staff in developing and using common formative assessments, FIABs, exit tickets, and other tools to monitor student achievement and inform next steps.
- Provide training for teachers on effective Designated and Integrated ELD instructional practices aligned to the ELD Standards.
- Offer professional learning on analyzing ELPAC data to guide instruction, goal-setting, and reclassification monitoring.
- Train staff on supporting newcomer students, including scaffolding techniques, vocabulary development, and structured academic talk routines.
- Provide PD on strategies to accelerate progress for Long-Term English Learners (LTELs), including addressing language plateaus and strengthening academic language.
- Support teachers in using Wonders ELD resources and foundational skills materials to provide targeted, standards-aligned instruction.
- Engage the EL Teacher Team and TSA to research best practices and deliver ongoing professional learning to staff.
- Provide ongoing training for ELPAC assessors to ensure accurate and consistent administration of assessments.
- Offer professional learning on culturally responsive communication and family engagement to strengthen relationships with multilingual families.
- Support PLCs in integrating ELD strategies into lesson design, intervention planning, and progress monitoring cycles.

## Progress Monitoring: Outcomes

**Reasoning for using this action:** ☑ Strong Evidence ☑ Moderate 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.

- Teachers consistently implement effective Tier I instruction supported by aligned assessments.
- PLC teams meet regularly to analyze data and adjust instruction based on student needs.
- Tier II and Tier III interventions are structured, targeted, and informed by assessment results.
- K–2 teachers complete foundational literacy training, and grades 3–6 teachers finalize a comprehensive assessment plan.

**Measurement:**

- Outcomes will be measured using Reading Foundational Skills walkthrough data focused on best practices.
- Teachers, grade-level PLCs and administration will monior data regularly to inform instructional adjustments and professional learning.

### 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 engagement and improved literacy proficiency across all grade levels.
- Demonstrated growth in student performance on CFAs, CSAs, IABs, and FIABs.
- Strengthened PLC collaboration leading to more refined, effective instructional practices.
- More effective intervention structures resulting in accelerated progress for struggling readers.

**Measurement:**

- Progress will be monitored through growth across assessments and i-Ready Personlized Learning Lessons.
- Goal: Increase the number of students meeting their stretch growth in i-Ready D3 by 20% compared to D3 last year.
- Teachers, grade-level PLCs and administration will regularly review data to inform instructional adjustments and intervention planning.

### 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 significant increase in the number of students reading at or above grade level, resulting in narrowed achievement gaps across student groups.
- A sustainable, data-driven instructional culture fully embedded within PLC practices and ongoing teacher collaboration.
- A reduced need for intensive Tier III interventions due to strong foundational literacy development established in early grades.
- High teacher efficacy in delivering rigorous, differentiated literacy instruction aligned to student needs and the Science of Reading.

**Monitoring:**

The Principal, ILT, CCT, PLCs and teachers will regularly monitor outcomes through SBAC results, benchmark assessments, and classroom data to ensure progress toawrd these long-term goals.

# Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

## Math: TK/Kindergarten - Sixth

## Action Details

College & Career Readiness

To ensure daily high-quality Tier I math instruction that builds conceptual understanding, procedural fluency, and application, we will use ongoing formative assessments to drive differentiated small-group instruction so teachers can respond to student needs in real time. Instruction will be supported by district-aligned math resources, including hands-on manipulatives, digital tools, and evidence-based strategies, ensuring access for all learners. Strategic use of data from i-Ready, CFAs, CSAs, and classroom assessments will guide instructional adjustments and identify students needing Tier II/III interventions within the MTSS framework to accelerate growth. Teachers will collaborate in PLCs to analyze student work, plan aligned lessons, and monitor progress across grade levels, while ongoing professional learning strengthens math pedagogy and differentiation practices. Family engagement will be increased through HSL-supported activities such as math nights and parent workshops, building math confidence and reinforcing learning at home—ultimately ensuring students in TK–6 make at least one year of academic growth and progress toward grade-level proficiency.

## Direct Instructional Services

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

- Implement daily targeted and differentiated math instruction in grades TK–6 to ensure all students progress at least one proficiency level per year.
- Use PLC-driven data to identify instructional needs by standard and group students for targeted intervention.
- Teach math fluency in grades 1–6 with quarterly progress monitoring for all students.
- Utilize the POD method for reteaching priority math standards across grade levels.
- Support cognitive planning using the Common Core Companion and Tools for Teachers resources.
- Provide Tier I–II differentiated instruction in grades 1–6 delivered by classroom teachers, PLC teams and the Academic Coach.
- Offer Tier III intervention through after-school tutoring focused on fluency and foundational math skills, with groups adjusted throughout the year.
- Use iReady Tools for Teachers to develop formative assessments and PODs aligned to rigorous grade-level standards in grades 3–6.
- Disaggregate CFA/CSA data to monitor progress of significant subgroups (SPED, EL, African American) and adjust instruction accordingly.
- Implement timely, data-driven intervention steps based on PLC analysis of student performance.
- Provide materials and resources—including manipulatives, digital tools (Next Gen), Reflex Math, and common-core–aligned resources—to support rigorous instruction.
- Utilize i-Ready instruction, assessments, and computer-based practice for Tier III math support.
- Maintain teacher and student technology, hardware, software, copier access, and necessary tech repairs to support instruction.
- Deliver math instruction using Go Math units and approved supplemental resources such as SWUN Math and Tools for Teachers.

- Use the schoolwide assessment calendar to implement exit tickets, CFAs, mid-chapter assessments, end-of-chapter assessments, FIABs, and PODs to monitor progress.
- Provide a 1.0 FTE Instructional Academic Coach focused on grades 3–6 math RTI and professional learning for teachers.
- Monitor math performance and mastery goals by student and by standard to ensure continual academic growth.

## 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.

- Provide Designated ELD instruction using Wonders resources to develop language proficiency for newcomers, LTELs, and progressing EL students.
- Deliver Integrated ELD support throughout the instructional day, including targeted foundational reading skill instruction during RTI.
- Implement goal-setting and data chats with EL students based on ELPAC results and EL Redesignation Goal-Setting Reports.
- Monitor EL progress toward reclassification using ELPAC scores, classroom performance, and additional language measures.
- Recognize reclassified students through EL Redesignation Recognition to celebrate achievement.
- Use ELD Standards to guide instruction and ensure alignment with language development needs.
- Provide additional interventions identified by teachers to support EL students demonstrating gaps in literacy, vocabulary, or comprehension.
- Engage the Academic Coach in researching best practices and providing professional learning to staff on effective ELD strategies.
- Utilize ELPAC Assessors to ensure accurate assessment and identification of student language proficiency levels.
- Offer materials and supports tailored to EL students, including visual scaffolds, vocabulary tools, sentence frames, academic subscriptions and structured academic talk routines.
- Utilized translation services to increase parent participation.

## Student Groups

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

**English Learner (EL):**

Provide supplemental instructional materials and resources for English Learners, and fund professional development for teachers and support staff to strengthen Designated and Integrated ELD, data-driven instruction, and targeted interventions. Monitor effectiveness through ELPAC/ELPI growth and classroom data.

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

**English Learner (EL):**

Using 7090 and 7091 funds, Homan Elementary will provide additional grade level planning for teachers to engage in learning and planning for English Learners. Teachers will implement district-provided ELD lessons with fidelity to ensure consistent, high-quality Designated and Integrated ELD instruction and to support accelerated English language development. ELPAC assessors will be secured.

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

**English Learner (EL):**

Homan Elementary will provide targeted support for English Learners, including LTELs, to ensure access to grade-level standards. Teachers will consistently implement academic discourse strategies and language frames. Designated ELD instruction will be delivered daily, and teachers and support staff will use ELPAC data in Ellevation to monitor progress and identify academic needs. Additional after-school tutoring will be provided to reinforce instruction.

To support EL growth and engagement, we will implement ELPAC goal-setting conferences with students and teachers, host an ELPAC boot camp to promote test-taking strategies and goal-setting and maximize the use of HSL to improve family communication and provide resources for at-home support.

## Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Host Math Family Nights and workshops where families learn about fluency strategies, POD reteaching routines, and how to support math learning at home.
- Use the Family Engagement Hour led by the HSL to explain math expectations, assessment tools, and how MTSS tiers support student progress.
- Provide translated materials, interpreters, and multilingual communication to ensure all families—especially EL families—can access math information and participate fully.
- Share student progress clearly with families through Reflex progress monitoring reports, i-Ready dashboards, and CFA/CSA data conversations.
- Invite families to participate in math demonstrations, classroom showcases, and student work exhibitions to strengthen home–school connections.
- Offer parent workshops on understanding grade-level math standards, digital tools (i-Ready, Go Math online resources), and strategies to reinforce fluency at home.
- Engage parents in ongoing MTSS/RTI communication through SST/TST meetings that include collaborative goal-setting and support plans.
- Provide flexible meeting times and digital access options to increase participation for working families or those with transportation needs.

## Professional Learning

Describe Professional Learning related to this action.

- Provide ongoing training for teachers on delivering high-quality Tier I math instruction that includes differentiation, small-group targeted support, and alignment to Common Core standards.
- Offer PLC-based professional development focused on analyzing i-Ready, CFA, CSA, and fluency data to drive instructional decisions and intervention grouping.
- Train teachers to implement fluency strategies and quarterly progress monitoring with fidelity in grades 1–6.
- Provide professional learning on using Tools for Teachers, the Common Core Companion, and cognitive planning tools to design rigorous, standards-aligned lessons.
- Build teacher capacity in using POD reteach lessons effectively to address specific math misconceptions and accelerate mastery.
- Offer coaching and modeling from the Instructional Academic Coach to support lesson design, data analysis, and intervention implementation.
- Provide training on MTSS/RTI math supports, including identifying students for Tier II and Tier III interventions and monitoring progress over time.
- Support staff in developing and using common formative assessments, FIABs, exit tickets, and other tools to monitor student achievement and inform next steps.

## Progress Monitoring: Outcomes

**Reasoning for using this action:** ☑ Strong 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.

- Teachers will effectively implement Tier I math instruction supported by aligned assessments.
- PLC teams will meet consistently to analyze student data and adjust instruction based on identified needs.
- Tier II and Tier III math interventions will be structured, targeted, and informed by assessment results.
- K–2 teachers will complete foundational fluency assessments, and grades 3–6 teachers will finalize a comprehensive assessment plan.

**Measurement:**

### 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 engagement and improved math proficiency across all grade levels.
- Demonstrated growth in student performance on CFAs, CSAs, IABs, and FIABs.
- Strengthened PLC collaboration resulting in more refined and effective instructional practices.
- More effective intervention structures leading to accelerated progress for students with identified learning gaps.

**Measurement:**

- Progress will be monitored through growth across assessments and i-Ready Personlized Learning Lessons.

### 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 significant increase in the number of students performing at or above grade level in math, resulting in narrowed achievement gaps across student groups.
- A sustainable, data-driven instructional culture fully embedded in PLC practices and planning processes.
- A reduced need for intensive Tier III interventions due to strong foundational number-sense development in early grades.
- High teacher efficacy in delivering rigorous, differentiated math instruction that integrates the Mathematical Practices and meets diverse student needs.

**Monitoring:**

- Teachers, grade-level PLCs and administration will monior data regularly to inform instructional adjustments and professional learning.

- Goal: Increase the number of students meeting their stretch growth in i-Ready D3 by 20% compared to D3 last year.
- Teachers, grade-level PLCs and administration will regularly review data to inform instructional adjustments and intervention planning.

The Principal, ILT, CCT, PLCs and teachers will regularly monitor outcomes through SBAC results, benchmark assessments, and classroom data to ensure progress toawrd these long-term goals.

## Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

## MTSS/Response to Intervention

## Action Details

**Literacy Intervention**

Homan Elementary will strengthen its MTSS/RTI framework by implementing tiered academic and attendance interventions designed to reduce chronic absenteeism, increase overall ADA, and ensure students remain on track for long-term academic success. RTI to be focused on literacy.

## Direct Instructional Services

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

- Implement a schoolwide attendance incentive program coordinated by the HSL and CCT to reinforce daily attendance expectations.
- Ensure teachers implement attendance initiatives using the Homan Attendance Three Tiers of Response to provide consistent interventions.
- Utilize substitute teacher so hold SST/TST meetings to identify and support students with academic, behavior, or attendance concerns, ensuring timely intervention services.
- Utilize the Tier II Specialist to support students needing targeted SEL, behavioral, or attendance interventions.
- Utilize Academic Coach, Teaching Fellows and Reading Specialist to progress monitor students K-6 and provide literacy intervention in daily RTI blocks.

## 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.

- Provide Designated ELD instruction using Wonders resources to develop language proficiency for newcomers, LTELs, and progressing EL students.

- Deliver Integrated ELD support throughout the instructional day, including targeted foundational reading skill instruction during RTI.
- Implement goal-setting and data chats with EL students based on ELPAC results and EL Redesignation Goal-Setting Reports.
- Monitor EL progress toward reclassification using ELPAC scores, classroom performance, and additional language measures.
- Recognize reclassified students through EL Redesignation Recognition to celebrate achievement.
- Use ELD Standards to guide instruction and ensure alignment with language development needs.
- Provide additional interventions identified by teachers to support EL students demonstrating gaps in literacy, vocabulary, or comprehension.
- Engage the Academic Coach in researching best practices and providing professional learning to staff on effective ELD strategies.
- Utilize ELPAC Assessors to ensure accurate assessment and identification of student language proficiency levels.
- Offer materials and supports tailored to EL students, including visual scaffolds, vocabulary tools, sentence frames, academic subscriptions and structured academic talk routines.
- Utilized translation services to increase parent participation.

## Student Groups

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

**English Learner (EL):**

- Providing support to teachers in the classroom
- Supplementing classroom technology
- Supplementing instructional materials and supplies
- Daily Designated and Integrated ELD (Tier I) provided by certificated teachers
- Teaching Fellows to support daily classroom instruction
- ELD support through classroom small-group instruction and ASP small-group instruction
- Consistent use of academic discourse strategies, including talk moves, A/B partners, and language frames
- Professional learning and support from EL Services
- LTEL additional support through targeted reading intervention opportunities
- Use of ELPAC data in Ellevation to monitor and identify English Learners' academic progress and instructional needs

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

**English Lerners (EL):**

- Certificated and classified supplemental contracts to provide timely interventions, leading to immediate academic and behavioral improvements.
- Providing food, materials, and supplies to strengthen family-school connections through continued family events, reinforcing parent involvement and community engagement.
- Greater access to diverse learning experiences through assemblies, guest speakers, and real-world experiences.
- Initial implementation of meaningful student jobs, providing leadership and responsibility opportunities.
- Increased student engagement as more clubs and enrichment opportunities become available.

- Materials and supplies to support student engagement.
- Certificated substitutes to support data chats, planning days, and ILT/CCT walks.
- Staff fellowship to support classroom and student connectedness.
- Classroom technology to support daily instruction.
- Professional learning to support the ongoing capacity building of each teacher.
- Use of various vendors to support celebrations.
- HSL and mentors to support student engagement.
- Classified tutoring support to enhance student learning and provide opportunities for real-world experiences.

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

**English Learner (EL):**

- Targeted MTSS Support (ELA RTI):
  Utilize Academic Coach and Reading Specialist to strengthen site MTSS structures, with a focus on ELA RTI for identified students. Students will be identified using defined criteria and metrics and will receive targeted Orton-Gillingham–based instruction in ELA, with additional math intervention as needed.
- Student Engagement & SEL Development:
  Academic Coach will support student engagement activities that build social-emotional competencies connected to academic achievement and a sense of belonging, including initiatives such as the Million Minute Reading Challenge, i-Ready completion incentives, Homan Hawk Blue Ticket Incentive Program, and student leadership opportunities.
- Attendance & Family Engagement (HSL):
  HSL will implement attendance incentives and family engagement strategies to improve attendance and highlight its impact on student achievement, including an Attendance Family Challenge, quarterly student recognition, and daily check-ins for identified students within targeted attendance bands.
- Tier II SEL Supports:
  Provide Tier II supports focused on developing social-emotional competencies correlated with school success, including counseling services and targeted SEL groups.
- Materials & Incentives:
  Purchase instructional materials, supplies, and student incentives aligned to earned criteria that promote improved achievement, increased attendance, and demonstration of targeted SEL skills aligned to overall school success.

## Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Provide families with clear, consistent communication about attendance expectations, MTSS supports, and intervention processes through the Home School Liaison (HSL).
- Offer Family Engagement Hour sessions to help families understand attendance requirements, available resources, and how MTSS/RTI supports their child's academic success.
- Ensure all communication and meetings (SST/TST/MTSS) include translation and interpretation so multilingual families can fully participate.
- Engage families in attendance incentive programs that recognize both student effort and parent involvement.
- Involve families as partners in intervention planning by inviting them to SST/TST meetings to collaboratively address academic, behavioral, and attendance needs.
- Share tools, strategies, and home supports that parents can use to reinforce daily attendance and help students stay on track for success.

## Professional Learning

Describe Professional Learning related to this action.

- Provide staff training on the Homan Tiered System of Supports and how to implement MTSS attendance interventions with consistency across classrooms.
- Train teachers and support staff on the Homan Attendance Three Tiers of Response, including early identification of at-risk students and appropriate tiered interventions.
- Offer professional learning on effective family communication strategies, including culturally responsive outreach and how to partner with families around attendance concerns.
- Provide guidance from the HSL and Regional CWA on attendance laws, expectations, documentation procedures, and community resources available to families.
- Train staff to conduct SST/TST meetings that incorporate academic, behavioral, and attendance data to develop targeted intervention plans.
- Offer PD on SEL strategies, trauma-informed practices, and motivational supports that encourage student attendance and engagement.
- Build staff capacity in data analysis to monitor attendance trends, evaluate intervention effectiveness, and adjust supports as needed.
- Build staff capacity in RTI strategies - both whole group and small group

## Progress Monitoring: Outcomes

**Reasoning for using this action:** ☑ Strong Evidence

| Short-Term (Learning)<br>Expect to see | Medium-Term (Change in Behavior or Performance)<br>Want to see | Long-Term (Change in Condition)<br>Hope to see |
|---|---|---|

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

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

- Decrease chronic absenteeism by 5%.
- Increase ADA by 5%.
- Meet the i-Ready schoolwide goal: 40% of students on grade level in Reading and Math by D3.
- Increase the percentage of students meeting standards on grade-level CFAs and CSAs (75% proficiency on formative assessments).
- Improve student academic achievement on SBAC, i-Ready, CFAs, and CSAs.
- Reduce the number of students requiring Tier II and Tier III academic supports.

*Shape these behaviors...*

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

- Sustain chronic absenteeism at 10% or less.
- Maintain ADA rates above 90%.
- Improve academic performance by decreasing Distance from Standard (DFS) by 15 points or more each year.
- Increase the percentage of students meeting or exceeding SBAC ELA and Math standards by at least 10%.
- Decrease suspension rates for all students by 5%.
- Increase the number of students who reclassify as RFEP.
- Improve Student Climate & Culture Survey results by 5%.
- Strengthen family–school relationships, as measured by a 5% increase on the District Climate & Culture Survey.
- Sustain reductions in the number of students requiring Tier II and Tier III academic supports.
- Continue consistent use of data tracking, progress monitoring, and actionable steps to improve attendance.

*And ultimately achieve these impacts.*

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

- Maintain ADA rates above 90%.
- Improve academic performance by decreasing Distance from Standard (DFS) by 15 points or more each year.
- Increase the percentage of students meeting or exceeding SBAC ELA and Math standards by at least 10%.
- Increase the number of students who reclassify as RFEP.
- Improve Student Climate & Culture Survey results by 5%.
- Strengthen family–school relationships as shown by a 5% increase on the District Climate & Culture Survey.
- Sustain reductions in the number of students requiring Tier II and Tier III academic supports.
- Maintain ongoing implementation of data tracking, progress monitoring, and actionable steps to improve attendance.

# 2026-2027 SPSA Budget Goal Subtotal

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

### G1 - Academic Growth and Achievement

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|---|---|---|---|---|---|---|---|
| G1A1 | Title 1 Basic | Instruction | Teacher-Subs | | | Teacher Substitutes for Grade Level Planning TK-6th **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits | 10,266.00 |
| G1A1 | Title 1 Basic | Instruction | Teacher-Supp | | | Supplementals for teacher planning **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits | 3,554.00 |
| G1A1 | Title 1 Basic | Instruction | Mat & Supp | | | : Materials and Supplies **No Food or Incentives** | 837.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Subs | | | Teacher Substitutes for Grade Level Planning, TK-6th **Budget lines for personnel include salaries and related benefits | 5,133.00 |
| G1A1 | Sup & Conc | Instruction | Bks & Ref | | | : iReady Toolbox Subscription | 6,200.00 |
| G1A1 | Sup & Conc | Instruction | Bks & Ref | | | : Magnetic Foundations K-2 Subscription/Print Materials | 16,050.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | Materials and Supplies to support instruction | 87,199.00 |
| G1A1 | Sup & Conc | Instruction | Off Eq Lease | | | Copier Lease | 11,000.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Maint | | | Maintenance; Tech Repair | 1,000.00 |
| G1A1 | LCFF: EL | Instruction | Teacher-Supp | | | ELPAC Assessors **Budget lines for personnel include salaries and related benefits | 7,362.00 |
| G1A1 | LCFF: EL | Instruction | Mat & Supp | | | Materials/Supplies | 16,068.00 |
| G1A2 | Sup & Conc | Instruction | Bks & Ref | | | : NextGen math subscription | 9,700.00 |
| G1A2 | Sup & Conc | Instruction | Bks & Ref | | | : Reflex math subscription for math fluency practice | 4,200.00 |
| G1A3 | Title 1 Basic | Instruction | Teacher-Subs | | | Teacher substitutes for SST meetings; **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits | 1,314.00 |
| G1A3 | Title 1 Basic | Instruction | Cons Svc/Oth | | | California Teaching Fellows Foundation : Reading Intervention | 41,077.00 |
| G1A3 | Sup & Conc | Attendance & Social Work Servic | Cls Sup-Reg | Assistant, Resrce Cnslg | 0.4375 | Support with increasing students' social-emotional skills - Targeted SEL Support **Budget lines for personnel include salaries and related benefits | 20,138.00 |

**$241,098.00**

## The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

## Students Involved in sports, music, clubs and CTE

## Action Details

College & Career Readiness

Homan will foster a positive identification with school, a sense of belonging, and communication to develop greater student participation in school life through clubs, sports, music/dance and engagement activities. Based on the number of students participating in the After School Program, sports, and extra-curricular activities, our metrics do not adequately reflect the correct percentage of students engaged in arts, activities, and athletics. As a site, we need to improve our system for entering all students into the Engagement portal in Atlas. Student rosters will be updated in Atlas regularly to ensure that the correct percentage of student engagement is adequately reflected.

By June 2027, Homan will foster positive identification with school through clubs, sports and engagement activities, through After School Program, sports and extra-curricular activities, by adequately reflecting the correct percentage of students engaged in those activities by entering participating students into the Goal 2 system on Atlas, as measured by progress monitoring site produced reports of percentage of student engagement.

## Direct Instructional Services

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

- Provide students with access to clubs and activities by seeking staff interest and staffing club opportunities.
- Contract assemblies and outside vendors to deliver enrichment experiences aligned to school engagement goals.
- Provide supplies and food for family engagement events; ensure security support and babysitting as needed.
- Use the Home School Liaison and /or translator to support communication with students and families about engagement opportunities.
- Offer social-emotional services, including counseling and Tier II supports.
- Purchase graphics, materials, and supplies needed for co-curricular, SEL, and extracurricular programming.
- Use supplemental contracts to expand access to enrichment and engagement opportunities.
- Enhance campus branding and beautification to promote school pride and belonging.
- Provide incentives to encourage student participation in engagement activities.
- Offer FUSD Career Education field trips to support real-world exploration and early CTE exposure.
- Expand the Tier II caseload of the Intervention Specialist to support students needing targeted SEL or behavioral interventions.
- Implement Character Counts as part of schoolwide character education and recognition.
- Provide FunWorks incentives to celebrate positive student engagement and behavior.
- Teach growth mindset and self-efficacy skills as part of engagement and SEL instruction.

- Provide SEL supports and RCA social groups for students needing small-group intervention.
- Offer extra-pay contracts for staff coordinating clubs, activities, and engagement programs.

## 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.

- Homan will continue to focus on increasing daily attendance through consistent implementation of the MTSS model and Tier 1 first-good instruction in ELA throughout the year.
- This focus will be supported through professional learning, classroom observations, and teacher feedback using the IPG and the PLC Rubric.
- Teachers will utilize specific ELD strategies outlined in the Wonders ELD section, including multicultural and real-world experiences.
- Teachers will analyze CFA, CSA, FIAB, IAB, and i-Ready data for EL students to plan targeted instruction.
- Designated support will be provided to support the development of language proficiency.
- Integrated language support will be provided throughout the instructional day.
- Goal-setting and data chats will be conducted based on ELPAC results, and EL reclassification goal-setting reports will be shared with teachers, students, and parents.
- Teachers will incorporate ELPAC-type tasks into daily instruction.
- Ongoing progress monitoring will be conducted by teachers and the Academic Coach.
- Interventions will be provided as needed.
- EL students will receive daily Integrated and Designated ELD instruction through differentiation.
- Professional Learning will be provided by the Academic Coach (AC).
- Teachers will implement specific ELD strategies aligned to instructional goals.
- Teachers will analyze data from common assignments to monitor progress and make instructional decisions.

## Student Groups

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

**English Learner (EL):**

**Homan will use Title 1 funds to support the English Learner student group by:**

- Utilization of Academic Coach,  Reading Specialist and purchase of California Teaching Fellows to support site MTSS structures specifically ELA and Math RTI for identified students.
- Academic Coach 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 English Learner student group by:**

- Utilization of Academic Coach,  Reading Specialist and purchase of California Teaching Fellows 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?

- Encourage culturally relevant curriculum through clubs and activities to build shared knowledge and engage English Learners.
- Goal 2 clubs will include opportunities to increase multicultural experiences within real-world experiences.
- Success Together, Parent University, and Family Engagement Hour host parent engagement.
- Celebrating cultural holidays.
- Continued ELPAC and Professional Learning Opportunities for Teachers.
- Students participate in targeted RTI opportunities built into their daily schedule.
- Students participate in targeted support for ELPAC testing.
- Students participate in targeted reading support.
- Professional Learning for site leaders and teachers focused on all student groups.
- Teachers include student group goal setting and data chats with the Principal, VP and Academic Coach for attendance and suspension rate.
- Teachers choose focus students identified with chronic absenteeism and will collaborate on the following:

- Teachers will implement the Second Step Social Emotional Curriculum provided by the District.
- Students are eligible to attend the After School Program, a state grant-funded program to provide enrichment activities through daily rotations. These rotations include homework/academic assistance, SEL, enrichment (provided by outside vendors), and PE.

## Family Engagement

### Describe inclusive opportunities to increase family engagement related to this action.

- We will support chronic absenteeism by providing multiple opportunities for families to participate in school-based activities.
- Success Together, Parent University, and Family Engagement Hour will host parent engagement opportunities.
- Cultural holidays will be celebrated.
- Families will have opportunities to interact with staff duringfamily events.
- Students will have opportunities to showcase their learning through Winter and Spring Music Showcases and Winter and Spring Choir Showcases.
- Additional family engagement opportunities will include Back to School Night, Parent Teacher Conferences, and Open House.

## Professional Learning

### Describe Professional Learning related to this action.

- Provide staff training on developing and leading clubs, enrichment activities, and co-curricular programs that promote student belonging and equitable participation.
- Offer professional learning on culturally responsive engagement practices to ensure inclusive access for underrepresented groups.
- Train staff on MTSS structures that support engagement, focusing on meaningful work, growth mindset, and self-efficacy.
- Provide SEL and character-development training (e.g., Second Step, Character Counts, de-escalation strategies) to reinforce positive student interactions in clubs, teams, and activities.
- Offer guidance on mentoring practices and relationship-building strategies that support student connection and participation in school life.
- Train staff on using participation data to identify students needing support and to monitor disproportionality in engagement opportunities.
- Provide training on coordinating field trips, CTE experiences, and partnerships with outside organizations to ensure safe, organized, and meaningful learning experiences.

## Progress Monitoring: Outcomes

**Reasoning for using this action:** ☑ Strong 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.

---

**Student Engagement:**

- Increased student engagement as more clubs and enrichment opportunities become available.
- Improved identification and support for Tier 3 students through the MTSS framework, with assigned case managers ensuring individualized assistance.
- Staff will use student-driven decision-making to provide timely interventions, leading to immediate academic and behavioral improvements.
- Stronger family-school connections through continued family events, reinforcing parent involvement and community engagement.
- Greater access to diverse learning experiences through assemblies, guest speakers, and experiences.
- Continued 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.

---

**Student Engagement:**

- Noticeable improvements in student achievement and social-emotional well-being due to targeted Tier I, II, and III interventions.
- Increased student participation in extracurricular activities, leading to higher school engagement and a stronger sense of belonging.
- Strengthening mentorship and club programs, fostering positive peer relationships and leadership skills.
- Expanded career exploration opportunities through job fairs, career days, and networking with industry professionals.
- Higher family participation in school events, with new activities tailored to community needs based on parental feedback.
- 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

*And ultimately achieve these impacts.*

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

---

**Student Engagement:**

- Sustained student growth in academics, social-emotional learning, and leadership due to a well-rounded support system.
- A fully developed MTSS framework with consistent progress tracking, intervention adjustments, and wraparound services for students by need.
- A diverse range of clubs and enrichment programs are embedded into the school culture, ensuring long-term engagement and student success.
- Increased graduation rates and post-secondary readiness as students gain exposure to career pathways and real-world experiences.
- A self-sustaining mentorship model where older students become mentors fosters a peer-to-peer leadership cycle.
- A highly engaged school community with regular, well-attended family events and active parental involvement in school planning.
- An established student employment program reinforcing life skills, responsibility, and career readiness.
- A positive and inclusive school environment where students feel valued, motivated, and prepared for future success.

## The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

## Attendance

## Action Details

Literacy Intervention

Homan Elementary will support students in staying on track for graduation by reducing chronic absenteeism and increasing overall site ADA through consistent attendance monitoring, targeted interventions, and strong family engagement.

## Direct Instructional Services

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

- Implement a schoolwide attendance incentive program coordinated by teachers, the Home School Liaison (HSL), and the acadeic coach to motivate consistent student attendance.
- Provide additional attendance incentives for both students and parents, facilitated by the HSL and CCT.
- Teachers will implement attendance initiatives aligned to Homan's Three Tiers of Response, ensuring consistent expectations and interventions across classrooms.
- Conduct SST/TST meetings for students with academic, behavioral, or attendance concerns to determine appropriate interventions and supports.
- Provide targeted assistance through the HSL to support students and families with attendance-related barriers.

## 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.

- Homan will continue to focus on increasing daily attendance through consistent implementation of the MTSS model and Tier 1 first-good instruction in ELA throughout the year.
- This focus will be supported through professional learning, classroom observations, and teacher feedback using the IPG and the PLC Rubric.
- Teachers will utilize specific ELD strategies outlined in the Wonders ELD section, including multicultural and real-world experiences.

- Teachers will analyze CFA, CSA, FIAB, IAB, and i-Ready data for EL students to plan targeted instruction.
- Designated support will be provided to support the development of language proficiency.
- Integrated language support will be provided throughout the instructional day.
- Goal-setting and data chats will be conducted based on ELPAC results, and EL reclassification goal-setting reports will be shared with teachers, students, and parents.
- Teachers will incorporate ELPAC-type tasks into daily instruction.
- Ongoing progress monitoring will be conducted by teachers and the Academic Coach.
- Interventions will be provided as needed.
- EL students will receive daily Integrated and Designated ELD instruction through differentiation.
- Professional Learning will be provided by the Academic Coach (AC).
- Teachers will implement specific ELD strategies aligned to instructional goals.
- Teachers will analyze data from common assignments to monitor progress and make instructional decisions.

## Student Groups

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

**English Learner (EL):**

- Utilization of Academic Coach, Reading Specialist and purchase of California Teaching Fellows to support site MTSS structures specifically ELA and Math RTI for identified students.
- Academic Coach 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?

**English Learner (EL):**

**Homan will use 7090/7091 funds to support the English Learner student groups by:**

- Utilization of Academic Coach, Reading Specialist and purchase of California Teaching Fellows 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?

**English Learner (EL):**

**Homan Actions to support the English Learner student groups by:**

- Utilization of Academic Coach, Reading Specialist and purchase of California Teaching Fellows to support site MTSS structures specifically ELA and Math RTI for identified students.
- Academic Coach 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 and CCT 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 targeted SEL skills.

## Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- We will support chronic absenteeism by providing multiple opportunities for families to participate in school-based activities.
- Success Together, Parent University, and Family Engagement Hour will host parent engagement opportunities.
- Cultural holidays will be celebrated.
- Families will have opportunities to interact with staff duringfamily events.
- Students will have opportunities to showcase their learning through Winter and Spring Music Showcases and Winter and Spring Choir Showcases.
- Additional family engagement opportunities will include Back to School Night, Parent Teacher Conferences, and Open House.

## Professional Learning

### Describe Professional Learning related to this action.

- As a site, we are providing professional learning opportunities to pivotal members of the attendance monitoring team.
- HSL, OM, and VP will attend district-sponsored professional learning events to continue building capacity around MTSS progress-monitoring tools.

## Progress Monitoring: Outcomes

**Reasoning for using this action:** ☑ Strong 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.

**Chronic Absenteeism:**

- Decrease chronic absenteeism by 5%.
- Increase overall ADA by 5%.
- Meet the i-Ready schoolwide goal: 40% of students on grade level in Reading and Math by D3.
- Increase the number of students meeting standards on grade-level CFAs and CSAs (75% proficiency on formative assessments).
- Increase student academic achievement on SBAC, i-Ready, CFAs, and CSAs.
- Decrease the number of students requiring Tier II and Tier III academic supports.
- Decrease suspensions for all students.
- Increase the number of students earning schoolwide attendance incentives.

### 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.

**Chronic Absenteeism:**

- Decrease chronic absenteeism by 5%.
- Increase overall ADA by 5%.
- Meet the i-Ready schoolwide goal: 40% of students on grade level in Reading and Math by D3.
- Increase the number of students meeting standards on grade-level CFAs and CSAs (75% proficiency on formative assessments).
- Increase student academic achievement on SBAC, i-Ready, CFAs, and CSAs.
- Decrease the number of students requiring Tier II and Tier III academic supports.
- Decrease suspensions for all students..
- Increase the number of students earning schoolwide attendance incentives.

### 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.

**Chronic Absenteeism:**

- Sustain chronic absenteeism at 10% or less.
- Sustain ADA rates above 90%.
- Improve academic performance by decreasing Distance from Standard (DFS) by 15 points or more each year.
- Increase the percentage of students meeting or exceeding standards on SBAC ELA and Math by at least 10%.
- Maintain consistent implementation of data tracking, progress monitoring, and actionable steps to improve attendance.

# The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

## SEL Competencies and Positive Behavior Supports

## Action Details

Health & Wellness

Homan Elementary will strengthen SEL competencies and implement consistent PBIS expectations by defining clear levels of misbehavior, establishing aligned response strategies, and providing character-building instruction and targeted social-emotional supports to reduce suspensions and promote a safe, positive campus environment for all stakeholders. A greater emphasis will be placed on our SEL GVC, Second Step.

## Direct Instructional Services

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

- Provide character-building instruction through Tier II groups, Girl Power and counseling services supported by the Family Foundations Grant, All 4 Youth and the Tier II Specialist.
- Utilize RCA strategically as an intervention for students demonstrating consistent Tier II–III behaviors.
- Implement RCA student groups focused on de-escalation strategies and self-regulation skills.
- Teach the Homan Guidelines for Success daily as part of schoolwide expectations.
- Deliver Second Step SEL curriculum weekly in every grade level to build core social-emotional competencies.
- Conduct daily classroom meetings to reinforce community-building, problem-solving, and SEL routines.
- Implement mandatory bullying-prevention lessons aligned to district and state requirements.
- Maintain a classroom management plan that includes individualized incentive plans aligned to MTSS behavior supports.
- Implement schoolwide PBIS incentives such as Homan Lines, Blue Homan Hawk weekly raffle, monthly Super Hawk raffle, Character Counts recognition, and monthly FunWorks celebrations.
- Purchase materials and supplies necessary to support Positive Behavior Supports, such as FunWorks activity contracts, incentives, rewards, and Super Hawk Raffle items.
- Use Family Engagement Hour, led by the HSL, to communicate PBIS expectations, behavior supports, and SEL structures to families.

## 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.

- Homan will continue to focus on Tier 1 first-good instruction in ELA and Math throughout the year through professional development, classroom observations, and teacher feedback using the IPG tool and the PLC+ Rubric.
- Academic discourse, talk moves/accountable talk, and Language Frames will be consistently used during Integrated and Designated ELD instruction.
- Teachers will utilize specific ELD strategies outlined in the Wonders ELD section, including multicultural and real-world experiences, along with designated support for developing language proficiency.
- Integrated language support will be provided throughout the instructional day, and teachers will incorporate ELPAC-type tasks into daily instruction.
- Teachers will analyze CFA, CSA, FIAB, IAB, and i-Ready data for EL students to plan targeted instruction.
- The team will provide ongoing progress monitoring, including goal-setting data chats based on ELPAC results.
- EL reclassification goal-setting reports will be shared with teachers, students, and parents.
- EL students will receive daily Integrated and Designated ELD instruction through differentiation.
- The academic coach will provide professional learning for ELD instruction, including deconstructing ELD Standards, implementing Teaching and Learning Cycles with specific ELD strategies, and analyzing data from common assignments to inform instructional decisions.

## Student Groups

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

**English Learner (EL):**

- Providing support to teachers in the classroom
- Supplementing classroom technology
- Supplementing instructional materials and supplies
- Daily Designated and Integrated ELD (Tier I) provided by certificated teachers
- Two tutors from Teaching Fellows to support daily classroom instruction
- ELD support through classroom small-group instruction and ASP small-group instruction
- Consistent use of academic discourse strategies, including talk moves, A/B partners, and language frames
- Professional learning and support from EL Services
- LTEL additional support through targeted reading intervention opportunities
- Use of ELPAC data in Ellevation to monitor and identify English Learners' academic progress and instructional needs

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

**English Learner (EL):**

- Certificated and classified supplemental contracts to provide timely interventions, leading to immediate academic and behavioral improvements.
- Providing food, materials, and supplies to strengthen family-school connections through continued family events, reinforcing parent involvement and community engagement.
- Greater access to diverse learning experiences through assemblies, guest speakers, and real-world experiences.
- Initial implementation of meaningful student jobs, providing leadership and responsibility opportunities.
- Increased student engagement as more clubs and enrichment opportunities become available.
- Materials and supplies to support student engagement.
- Certificated substitutes to support data chats, planning days, and ILT/CCT walks.
- Staff fellowship to support classroom and student connectedness.
- Classroom technology to support daily instruction.
- Professional learning to support the ongoing capacity building of each teacher.
- Use of various vendors to support SOAR celebrations.
- HSL and mentors to support student engagement.
- Classified tutoring support to enhance student learning and provide opportunities for real-world experiences.

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

**English Learner (EL):**

- Encourage culturally relevant curriculum through clubs and activities to build shared knowledge and engage English Learners.
- Goal 2 clubs will include opportunities to increase multicultural experiences through real-world applications.
- Success Together, Parent University, and Family Engagement Hour host parent engagement opportunities.
- Celebrating cultural holidays.
- Continued ELPAC and professional learning opportunities for teachers.
- Students participate in targeted RTI opportunities built into their daily schedules.
- Students participate in targeted support for ELPAC testing.
- Professional learning for site leaders and teachers focused on all student groups.
- Teachers include student groups in goal setting and data chats with the Principal, Vice Principal, and Academic Coach focused on attendance and suspension rates.
- Teachers collaborate to support students identified with chronic absenteeism.
- Teachers implement the Second Step social-emotional curriculum provided by the district.
- Students are eligible to attend the After School Program, a state grant-funded program offering enrichment through daily rotations, including homework/academic assistance, SEL, enrichment (provided by outside vendors), and physical education (PE).

## Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Success Together, Parent University, and Family Engagement Hour host parent engagement opportunities.
- Celebrating cultural holidays.
- Providing opportunities for families to interact with staff during events.
- Providing opportunities for students to showcase their learning through Winter and Spring Music Showcases.
- Hosting schoolwide events including Back to School Night, Parent Teacher Conferences, and Open House.

## Professional Learning

Describe Professional Learning related to this action.

- Provide staff training on PBIS systems, including clearly defined behavior levels, consistent response strategies, and effective implementation of schoolwide expectations.
- Offer ongoing professional learning on SEL competencies, including the use of Second Step, de-escalation strategies, and trauma-informed practices to support student behavior.
- Train teachers and support staff on implementing the Homan Guidelines for Success and integrating SEL into daily classroom routines such as morning meetings and check-ins.
- Provide coaching and collaboration opportunities with RCA, the Tier II Specialist, and counseling partners to strengthen targeted behavioral interventions.
- Ensure staff receive professional development on bullying prevention, conflict resolution, and creating safe, inclusive learning environments.
- Support staff with data-review training to analyze behavior trends, identify students needing Tier II-III supports, and adjust interventions accordingly.

## Progress Monitoring: Outcomes

**Reasoning for using this action:** ☑ Strong Evidence

| Short-Term (Learning)<br>Expect to see | Medium-Term (Change in Behavior or Performance)<br>Want to see | Long-Term (Change in Condition)<br>Hope 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 in Morning Meetings, Class Meetings, and Second Step lessons, leading to improved self-awareness and emotional regulation.
- More consistent implementation of Tier I PBIS strategies (CHAMPS, STOIC, Safe & Civil), resulting in fewer minor classroom disruptions.
- Enhanced staff understanding and application of PBIS through professional learning support.
- Increased family awareness of schoolwide expectations and available resources through engagement efforts.
- Improved student participation in behavior assemblies, incentives, and recognition programs.
- Site teams (TST, SST, MTSS) begin identifying students needing Tier II/III supports, ensuring timely, targeted interventions.

**Positive Behavior Support:**

- Review the 2025–2026 Climate and Culture Rubric.
- Set a goal to increase positive responses to the CCT focus standard as measured by the Fall and Spring Climate and Culture Student Survey.
- Set a goal to increase the number of students receiving positive rewards.
- Conduct classroom walk-throughs utilizing site collective commitments.
- Decrease ODRs by consistently implementing levels of misbehavior and District Discipline Guidelines.
- Decrease both chronic absenteeism and suspension rates.
- Increase the number of students meeting standards on grade-level CFAs and CSAs.
- Decrease the number of students receiving Tier 2 and Tier 3 Academic Supports.
- Outcomes monitored by the Principal, VP, Academic Coach, teachers, and grade-level PLCs.

*Shape these behaviors...*

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

---

- Decrease in office discipline referrals (ODRs) as a result of proactive behavior supports.
- Increased positive adult–student relationships through mentoring programs and SEL supports.
- Strengthened schoolwide climate and culture, with more students meeting behavior expectations across common areas.
- Improved academic engagement and increased time on task, reducing loss of instructional time.
- Greater collaboration among families, school staff, and community partners, enhancing support networks for students.
- More effective use of data-driven decision-making to guide timely interventions and refine PBIS strategies.

**Positive Behavior Support:**

- Based on the 2025–2026 Spring Climate and Culture Rubric, set goals for 2026–2027.
- Monitor the number of students receiving positive rewards.
- Monitor ODRs by consistently implementing levels of misbehavior and District Discipline Guidelines.
- Sustain a decrease in both absenteeism and suspension rates.
- Increase ADA rates.
- Increase the number of students who meet the criteria to be reclassified as English proficient.
- Improve family relationships between school and staff as measured by the District Climate and Culture Survey in Fall and Spring Parent Surveys.
- Continue to decrease the number of students receiving Tier 2 and Tier 3 Academic Supports.
- Increase the number of students engaging in activities and clubs outside of the school day.

*And ultimately achieve these impacts.*

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

---

- Significant reduction in behavioral incidents and a sustained increase in positive behavior schoolwide.
- A fully embedded, sustainable PBIS framework with consistent engagement from staff, students, and families.
- Students demonstrate strong SEL competencies, resulting in healthier peer relationships, emotional resilience, and effective conflict-resolution skills.
- Increased academic achievement supported by a positive, structured, and predictable learning environment.
- Strengthened community-school partnerships that enhance long-term student success beyond the classroom.

**Positive Behavior Support:**

- Reflect on the implementation of actions aligned to the CCT Rubric for 2026–2027.
- Reflect on Fall and Spring Climate and Culture Survey results.
- Review goals and data for student positive rewards and ODRs.
- Improve academic performance by decreasing Distance from Standard (DFS) by 15 points or more each year.
- Increase the percentage of students meeting or exceeding standards on SBAC in ELA and Math by at least 10% each year.
- Increase the number of students who meet the criteria to be reclassified as English proficient.
- Continue to decrease the suspension rate.
- Improve family relationships between school and staff as measured by the District Climate and Culture Fall and Spring Parent Survey.
- Sustain a decrease in the number of students receiving Tier 2 and Tier 3 Behavior Supports.

- Increase performance on RTI assessments, i-Ready Diagnostics, SBAC Interim assessments, and SBAC summative assessments.
- Measure outcomes by growth from assessment to assessment and by the number of students meeting typical/stretch growth on i-Ready diagnostics.
- Monitor outcomes by the Principal, VP, Academic Coach, teachers, and grade-level PLCs.

- Sustain a decrease in the number of students receiving Tier 2 and Tier 3 Academic Supports.
- Improve overall site culture as measured by the District Climate and Culture Fall and Spring Student, Parent, and Staff Survey.
- Monitor outcomes by the Principal, VP, Academic Coach, teachers, and grade-level PLCs.

## The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

## Prop 28

## Action Details

Life Skills

Homan Elementary will continue to strengthen Music and Arts Education by integrating arts-based strategies—including visual arts, music, dance, and drama—that enhance student engagement, academic language development, and critical thinking aligned with SBAC expectations. Teachers will incorporate arts-integration strategies that support writing, sequencing, and evidence-based reasoning to reinforce grade-level ELA standards and SBAC performance tasks.

These actions support SPSA goals by increasing student engagement, promoting deeper comprehension, and providing students with multiple opportunities to analyze, create, and communicate ideas—skills essential for success on SBAC assessments.

## Direct Instructional Services

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

- Provide direct and integrated arts instruction to support student engagement, creativity, and critical thinking.
- Integrate arts-based learning strategies that reinforce grade-level literacy skills, communication, sequencing, and comprehension aligned to SBAC expectations.
- Utilize instructional materials and supplies—such as music, curriculum resources, movement equipment, and performance materials—to support arts instruction.
- Implement strategies aligned to the Multi-Tiered System of Supports (MTSS) to provide differentiated learning opportunities, increase access to grade-level content, and support diverse student learning needs.

## 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.

Not required to speak to this section for Prop 28

## Student Groups

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

**English Learner (EL):**

Not required to speak to this section for Prop 28

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

**English Learner (EL):**

Not required to speak to this section for Prop 28

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

**English Learner (EL):**

Not required to speak to this section for Prop 28

## Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Back to School Night/Annual Backpack Event
- Open House
- Awards' Ceremonies
- Winter Program
- Spring Music Program
- Spring Dance Concert
- Goodies with Guardians

- 6th Grade Promotion
- Promote, solicit and retain parents for SSC and ELAC
- Family Engagement Hour/Parent University Modules by the HSL
- Parent Teacher Conferences

## Professional Learning

Describe Professional Learning related to this action.

Not required to speak to this section for Prop 28

## Progress Monitoring: Outcomes

**Reasoning for using this action:** ☑ Strong 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.

- Students show enthusiasm, participation, and joy in arts-integrated learning.
- Measured by teacher observations, attendance data, and student surveys.
- Monitored by teachers and site administrators.

### 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.

- Students demonstrate a greater ability to concentrate, follow multi-step directions, and manage energy levels appropriately.
- Measured by teacher observations and a reduction in redirections or behavior incidents.
- Monitored by the arts-integration teacher and classroom teacher.

### 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.

- The school fosters a positive, inclusive, and safe environment where the arts are valued and students feel a strong sense of belonging and pride in being a Hawk.
- Measured by school climate and culture surveys, student attendance, and family engagement data.
- Monitored by site administrators.

# 2026-2027 SPSA Budget Goal Subtotal

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

### G2 - The Whole Child (SEL and Engagement)

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|---|---|---|---|---|---|---|---|
| G2A1 | Sup & Conc | Instruction | Cons Svc/Oth | | | Fun Works : Student Engagement | 4,200.00 |
| G2A1 | Sup & Conc | Instruction | Cons Svc/Oth | | | TBD : Graphics Dept closing, moved from object 5725 to 5899. | 300.00 |
| G2A1 | LCFF: EL | Parent Participation | Cls Sup-Sup | | | Interpreters for parent meetings **Budget lines for personnel include salaries and related benefits | 2,600.00 |
| G2A1 | LCFF: EL | Parent Participation | Oth Cls-Supp | | | Parent Participation/Babysitting **Budget lines for personnel include salaries and related benefits | 650.00 |
| G2A2 | Title 1 Basic | Attendance & Social Work Servic | Local Mileag | | | HSL mileage | 300.00 |
| G2A3 | Title 1 Basic | Parent Participation | Mat & Supp | | | Materials/Supplies for parent engagement **No food or incentives** | 1,716.00 |

**$9,766.00**

## Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

## Staff Engagement/Retention

## Action Details

Effective Staff

Homan will foster a safe, inclusive environment that values diversity, promotes meaningful staff engagement, and supports long-term staff retention through intentional culture-building practices and ongoing professional support.

## Direct Instructional Services

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

- Ongoing collaboration between ILT and CCT to establish collective site commitments that target identified needs, increase student learning outcomes, and strengthen staff sense of belonging.
- Establishment of liaison roles for each staff group (certificated, classified, support staff) to ensure representation, communication, and support.
- Incentives provided for all staff members, including T-shirts, sweatshirts, reading-related merchandise, materials, and supplies.
- Regular staff check-ins to provide support and maintain open communication.
- All-staff fellowship opportunities, including quarterly meals.
- Purchase of reading-themed merchandise for staff (e.g., pens, lanyards, stylus pens, water bottles, lunch boxes, blankets, coffee cups).
- Staff appreciation meals and activities, including:
    - Food/snack carts
    - Traveling coffee vendors
    - Team-building activities
    - Staff Appreciation Week food and materials
- Continued training in the Second Step curriculum and onboarding support for new teachers.
- Teacher Spotlight activities to welcome and onboard new staff members.

- Sunshine Club activities to recognize birthdays, new babies, family losses, and retirements, and to organize community-building events (e.g., potlucks, paint nights, game nights).
- Increased staff involvement in team-building activities.
- Expanded opportunities for staff voice through ILT, CCT, and SSC.
- Increased opportunities for classified staff voice.
- Expanded opportunities for staff to share talents with students through supplemental contracts and after-school clubs.

## 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.

- Provide Designated ELD instruction using Wonders resources to develop language proficiency for newcomers, LTELs, and progressing EL students.
- Deliver Integrated ELD support throughout the instructional day, including targeted foundational reading skill instruction during RTI.
- Implement goal-setting and data chats with EL students based on ELPAC results and EL Redesignation Goal-Setting Reports.
- Monitor EL progress toward reclassification using ELPAC scores, classroom performance, and additional language measures.
- Recognize reclassified students through EL Redesignation Recognition to celebrate achievement.
- Use ELD Standards to guide instruction and ensure alignment with language development needs.
- Provide additional interventions identified by teachers to support EL students demonstrating gaps in literacy, vocabulary, or comprehension.
- Engage the Academic Coach in researching best practices and providing professional learning to staff on effective ELD strategies.
- Utilize ELPAC Assessors to ensure accurate assessment and identification of student language proficiency levels.
- Offer materials and supports tailored to EL students, including visual scaffolds, vocabulary tools, sentence frames, academic subscriptions and structured academic talk routines.
- Utilized translation services to increase parent participation.

## Student Groups

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

n/a

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

With 7090 and 7091, we plan to support staff with opportunities to build our Climate & Culture through fellowship by providing Homan swag and food vendors. We will also offer supplemental contracts to support the opportunity for certificated and classified tutoring.

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

n/a

## Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Homan will create inclusive opportunities for family engagement by fostering a safe, welcoming environment where all families feel valued and connected. This includes hosting culturally responsive events, offering multiple avenues for two-way communication, and encouraging families to participate in school activities and decision-making. By promoting staff engagement and maintaining a positive, diverse school culture, families are more likely to build long-term partnerships with the school and stay actively involved in their child's learning.

## Professional Learning

Describe Professional Learning related to this action.

Professional learning will focus on building staff capacity to create a safe, inclusive, and culturally responsive environment. Training will include strategies for fostering belonging, valuing diversity, and strengthening positive staff–student–family relationships. Staff will also receive ongoing support in culture-building practices, effective communication, and engagement strategies that promote long-term staff retention and a unified school community.

## Progress Monitoring: Outcomes

**Reasoning for using this action:** ☑ Moderate 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.

- Higher staff retention rates that reduce turnover and contribute to a stable, experienced teaching team.
- A school culture that emphasizes well-being, collaboration, and staff appreciation, increasing overall job satisfaction.
- A supportive system where new teachers receive mentorship and experienced staff continue ongoing professional growth.
- Strengthened school-community relationships through shared events and meaningful engagement with families.
- Improved student success and academic outcomes resulting from consistent, well-supported teachers.
- A positive, inclusive workplace environment where staff feel valued, motivated, and committed to staying at Homan.

## 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.

- Reduced teacher burnout and stress through consistent SEL support, well-being check-ins, and ongoing social-emotional professional development.
- Strengthened staff relationships and collaboration, resulting in a more cohesive and supportive school culture.
- Increased staff retention as teachers feel valued, connected, and supported in their professional growth.
- Higher staff participation in community-building events such as game nights, picnics, and off-campus gatherings.
- Greater engagement in school spirit initiatives, reinforcing unity among staff and students.
- Improved mentorship structures and professional growth opportunities that enhance instructional practices and elevate 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.

- Higher staff retention rates that reduce turnover and build a stable, experienced teaching workforce.
- A school culture centered on well-being, collaboration, and staff appreciation, resulting in long-term job satisfaction.
- A self-sustaining support system where new teachers receive consistent mentorship and veteran teachers continue to develop professionally.
- Strengthened school-community relationships through ongoing engagement among staff, students, and families.
- Increased student success and academic achievement supported by consistent, well-prepared, and well-supported teachers.
- A positive, inclusive, and thriving workplace where staff feel valued, supported, and motivated to remain at Homan.

## Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

## Homan Family Connections

## Action Details

**Community Engagement**

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
- Spring Dance Concert
- Goodies with Guardians
- 6th Grade Promotion
- Promote, solicit and retain parents for SSC and ELAC
- Family Engagement Hour/Parent University Modules by the HSL
- Parent Teacher Conferences

## Direct Instructional Services

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.

- Accessible Communication: All flyers, posters, and school communications are translated by the Home School Liaison (HSL) to ensure EL families receive information in their home language.
- Translation Support: Translators are available during planning meetings, conferences, and school events to remove language barriers and ensure families can engage fully in decision-making and school activities.
- Family Engagement Supports: Babysitting is provided during meetings and events to increase access and encourage parent participation from all EL families, including newcomers and LTEL families.
- Targeted Family Outreach: Staff actively recruit and encourage participation from families.

## Student Groups

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

**English Learner (EL):**

**Homan will use Title 1 funds to support the English Learner student group by:**

- Utilization of Academic Coach, Reading Specialist and purchase of California Teaching Fellows to support site MTSS structures specifically ELA and Math RTI for identified students.
- Academic Coach 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 English Learner student group by:**

- Utilization of Academic Coach, Reading Specialist and purchase of California Teaching Fellows 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?

- We will support chronic absenteeism by providing multiple opportunities for families to participate in school-based activities.
- Success Together, Parent University, and Family Engagement Hour will host parent engagement opportunities.
- Cultural holidays will be celebrated.
- Families will have opportunities to interact with staff duringfamily events.
- Students will have opportunities to showcase their learning through Winter and Spring Music Showcases and Winter and Spring Choir Showcases.
- Additional family engagement opportunities will include Back to School Night, Parent Teacher Conferences, and Open House.

## Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Homan will increase two-way communication and create inclusive opportunities for all families by offering a wide range of accessible, welcoming events throughout the year. These include academic celebrations, performing arts programs, cultural and community-building activities, and parent learning sessions such as Family Engagement Hour/Parent University. We will also actively recruit, support, and retain parents for SSC and ELAC to ensure diverse voices are included in shared decision-making. Through these events and leadership opportunities, families become more involved in their students' education and better equipped to support learning at home.

## Professional Learning

Describe Professional Learning related to this action.

Professional learning will focus on strengthening two-way communication strategies, building staff capacity to host inclusive family events, and increasing understanding of how to engage families from diverse cultural and linguistic backgrounds. Staff will also receive training on effective parent outreach, SSC/ELAC recruitment practices, and supporting families in navigating student academics and shared decision-making processes.

## Progress Monitoring: Outcomes

**Reasoning for using this action:** ☑ Strong 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 family participation in school events
- Improved parent knowledge of how to support learning at home
- Stronger communication access for all families
- Greater sense of belonging and partnership
- Positive student indicators linked to 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.

- **Increased family participation in school events**
  - *Short-term:* Higher attendance at initial family events and more families returning for a second event.
  - *Monitored by:* HSL (primary) and academic coach.
- **Improved parent knowledge of how to support learning at home**
  - *Short-term:* Parents report better understanding of literacy, math, and SEL strategies after workshops.
  - *Monitored by:* academic coach.
- **Stronger communication access for all families**
  - *Short-term:* All communications translated and increased parent response/engagement with messages.
  - *Monitored by:* HSL.
- **Greater sense of belonging and partnership**
  - *Short-term:* Positive feedback during events; improved mid-year climate/engagement survey responses.
  - *Monitored by:* Principal and academic coach.
- **Positive student indicators linked to engagement**
  - *Short-term:* Improved attendance for identified students and higher participation in academic tasks (i-Ready, challenges).
  - *Monitored by:* HSL (attendance) and academic coach (academic participation).

## 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.

- **Increased family participation in school events**
  - Families consistently attend and participate in school events year after year, contributing to a sustained culture of engagement.
  - *Monitored by:* HSL and Academic Coach.
- **Improved parent knowledge of how to support learning at home**
  - Parents play an ongoing, active role in school planning and instructional support initiatives, using their strengthened understanding to influence long-term student success.
  - *Monitored by:* academic coach.
- **Stronger communication access for all families**
  - Families remain well-informed and engaged over time through reliable translation, accessible communication, and continued responsiveness to school outreach.
  - *Monitored by:* Academic coach.
- **Greater sense of belonging and partnership**
  - Families develop long-lasting connections to the school community, leading to consistent participation in planning committees, leadership groups, and school improvement efforts.
  - *Monitored by:* Principal and Academic Coach.
- **Positive student indicators linked to engagement**
  - Increased family involvement results in sustained improvements in student attendance, engagement, and academic participation across multiple school years.
  - *Monitored by:* HSL (attendance) and Academic Coach (academic participation).

# 2026-2027 Budget Detail for Schools

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

| Fund | Unit | Dept | Actv | Func | Obj | Obj Name | Personnel | Jobcode | Employeename | Fte | Action | Vendor / Purpose Of Expenditure | Budget |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 060 | 3010 | 0225 | 1110 | 1000 | 1120 | Teacher-Subs | | | | | G1A3 | Teacher substitutes for SST meetings; **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits | 1,314.00 |
| 060 | 3010 | 0225 | 1110 | 1000 | 1120 | Teacher-Subs | | | | | G1A1 | Teacher Substitutes for Grade Level Planning TK-6th **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits | 10,266.00 |
| 060 | 3010 | 0225 | 1110 | 1000 | 1160 | Teacher-Supp | | | | | G1A1 | Supplementals for teacher planning **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits | 3,554.00 |
| 060 | 3010 | 0225 | 1110 | 1000 | 4300 | Mat & Supp | | | | | G1A1 | : Materials and Supplies **No Food or Incentives** | 837.00 |
| 060 | 3010 | 0225 | 1110 | 1000 | 5899 | Cons Svc/Oth | | | | | G1A3 | California Teaching Fellows Foundation : Reading Intervention | 41,077.00 |
| 060 | 3010 | 0225 | 1110 | 2495 | 4300 | Mat & Supp | | | | | G2A3 | Materials/Supplies for parent engagement **No food or incentives** | 1,716.00 |
| 060 | 3010 | 0225 | 1110 | 3130 | 5211 | Local Mileag | | | | | G2A2 | HSL mileage | 300.00 |
| 030 | 7090 | 0225 | 1110 | 1000 | 1120 | Teacher-Subs | | | | | G1A1 | Teacher Substitutes for Grade Level Planning, TK-6th **Budget lines for personnel include salaries and related benefits | 5,133.00 |
| 030 | 7090 | 0225 | 1110 | 1000 | 4200 | Bks & Ref | | | | | G1A1 | : iReady Toolbox Subscription | 6,200.00 |
| 030 | 7090 | 0225 | 1110 | 1000 | 4200 | Bks & Ref | | | | | G1A2 | : NextGen math subscription | 9,700.00 |
| 030 | 7090 | 0225 | 1110 | 1000 | 4200 | Bks & Ref | | | | | G1A2 | : Reflex math subscription for math fluency practice | 4,200.00 |
| 030 | 7090 | 0225 | 1110 | 1000 | 4200 | Bks & Ref | | | | | G1A1 | : Magnetic Foundations K-2 Subscription/Print Materials | 16,050.00 |
| 030 | 7090 | 0225 | 1110 | 1000 | 4300 | Mat & Supp | | | | | G1A1 | Materials and Supplies to support instruction | 87,199.00 |
| 030 | 7090 | 0225 | 1110 | 1000 | 5631 | Off Eq Lease | | | | | G1A1 | Copier Lease | 11,000.00 |
| 030 | 7090 | 0225 | 1110 | 1000 | 5723 | Direct-Maint | | | | | G1A1 | Maintenance; Tech Repair | 1,000.00 |
| 030 | 7090 | 0225 | 1110 | 1000 | 5899 | Cons Svc/Oth | | | | | G2A1 | Fun Works : Student Engagement | 4,200.00 |
| 030 | 7090 | 0225 | 1110 | 1000 | 5899 | Cons Svc/Oth | | | | | G2A1 | TBD : Graphics Dept closing, moved from object 5725 to 5899. | 300.00 |
| 030 | 7090 | 0225 | 1110 | 3130 | 2210 | Cls Sup-Reg | Assistant, Resrce Cnslg | W018 | Cummings, Tamara | 0.4375 | G1A3 | Support with increasing students' social-emotional skills - Targeted SEL Support **Budget lines for personnel include salaries and related benefits | 20,138.00 |
| 030 | 7091 | 0225 | 4760 | 1000 | 1160 | Teacher-Supp | | | | | G1A1 | ELPAC Assessors **Budget lines for personnel include salaries and related benefits | 7,362.00 |
| 030 | 7091 | 0225 | 4760 | 1000 | 4300 | Mat & Supp | | | | | G1A1 | Materials/Supplies | 16,068.00 |
| 030 | 7091 | 0225 | 4760 | 2495 | 2260 | Cls Sup-Sup | | | | | G2A1 | Interpreters for parent meetings **Budget lines for personnel include salaries and related benefits | 2,600.00 |
| 030 | 7091 | 0225 | 4760 | 2495 | 2960 | Oth Cls-Supp | | | | | G2A1 | Parent Participation/Babysitting **Budget lines for personnel include salaries and related benefits | 650.00 |

$250,864.00

| Funding Source Totals | Unit # | Budget Totals |
|---|---|---|
| Title 1 Basic | 3010 | $59,064.00 |
| Sup & Conc | 7090 | $165,120.00 |
| LCFF: EL | 7091 | $26,680.00 |
| **Grand Total** | | **$250,864.00** |

| Goal Totals | Budget Totals |
|---|---|
| G1 - Academic Growth and Achievement | $241,098.00 |
| G2 - The Whole Child (SEL and Engagement) | $9,766.00 |
| **Grand Total** | **$250,864.00** |