

Homan Elementary

106216660062901

Principal's Name: Jackie Sittre-Price

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

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District Goals	
<p>The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Jackie Sittre-Price	X			X	
2. Chairperson - Christina Bono					
3. Vice Chairperson - Mrs. Massingham		X			
4. Secretary - Mr. Allen		X			
5. District Advisory Committee (DAC) - Araceli Swatsenbarg				X	
6. Leticia Luna		X			
7. Tammy Matten				X	
8. Martha Acevedo				X	
9. Sonia Mendez		X			
10. Jessica Sierra				X	
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name:			
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 Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Jackie Sittre-Price	<i>Jackie Sittre Price</i>	3-19-18
SSC Chairperson	Christina Buono	Christina Buono Buono	3-23-18

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2018/19

Homan - 0225

ON-SITE ALLOCATION

3010	Title I	\$53,635 *
7090	LCFF Supplemental & Concentration	\$213,208
7091	LCFF for English Learners	\$60,960
TOTAL 2018/19 ON-SITE ALLOCATION		\$327,803

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,262
Remaining Title I funds are at the discretion of the School Site Council	\$52,373
Total Title I Allocation	\$53,635

Homan Elementary 2018-2019 - Single Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current %	Target %
EL Reclassification Rate (All grade levels)	11.905	18.905
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	23.024	30.024
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	21.502	28.502

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- 2-3 CFA's and CSA per Quarter in ELA
- Assessment Calendar
- PLC's identified essential Standards and Learning Targets
- PLC's Utilizing Regional CFA Rubric to rate themselves along a continuum and plan collective commitments
- All PLC's engaged in the Cycle of Continuous Improvement to identify students by need for RTI
- Utilized IPG for feedback to PLC's based on observation data

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- 2-3 CFA's and CSA per Quarter in ELA
- Assessment Calendar
- PLC's identified essential Standards and Learning Targets
- PLC's Utilizing Regional CFA Rubric to rate themselves along a continuum and plan collective commitments
- All PLC's engaged in the Cycle of Continuous Improvement to identify students by need for RTI
- Utilized IPG for feedback to PLC's based on observation data

EL Reclassification Rate (All grade levels)

Lack of process in identifying students who need additional support

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Students with Disabilities represented 9% of the student population. 23% of all students met or exceeded standards on the SBAC ELA. Students with Disability subgroup is not growing at the same rate as the as the whole school.

The SWD subgroup often struggle with reading gaps in fluency and comprehension and therefore need more opportunities to engage in the three C's of complex text, talk and tasks.

African Americans represent 9% of the student population. 23% of all students met or exceeded standards on the SBA ELA. Subgroups often struggle with connecting text to real life experiences, reading fluency, therefore need additional opportunities engage in the three C's of complex text, task and talk.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Students with Disabilities represented 9% of the student population. 20% of all students met or exceeded standards on the SBAC Math. Students with Disability subgroup is not growing at the same rate as the as the whole school.

The SWD subgroup will need to be provided the opportunity for building conceptual understanding through the use of hands on manipulatives

African Americans represent 9% of the student population. 20% of all students met or exceeded standards on the SBAC Math. Students with Disability subgroup is not growing at the same rate as the as the whole school.

PLC's not understanding how to use designated and integrated ELD to support students language acquisition needs

PLC's learning how to plan for instruction based on CFA and CSA data analysis and provided targeted supports to students.

EL Reclassification Rate (All grade levels)

English Language students which represents 34% of the total population. 25% of the the EL students met or exceeded standards on the SBAC ELA with 89% of EL students demonstrating growth. EL redesignation grwe from 2016 at 31% to 2017 42% of EL students were redesignated. EL students need to be provided the opportunity to build academic vocabulary throughout the day in all content areas. Scaffolding and feedback need to be intentionally planned based on the assessed needs of students. Additionally, intentional integration of meaning making discussion and collaboration to develop content knowledge and disciplinary skills.

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

School wide data analysis and Needs assessment was shared with Homan SSC on 3/1/18 and 3/19/18. SPSA budget prioritizations based on the data analysis was shared with the SSC and they agreed with the recommendations of Homan staff. The SSC was in agreement with focusing on Reading by Third Grade and increasing the rate of students moving to the meeting and exceeding band of the ELA SBAC.

In addition, the school SSC was informed of the effective actions aligned to math. The goal would be in increasing students opportunities to experience the building of conceptual understanding through the use of tools associated with the mathematical practices.

EL redesignation data will be shared with SSCC annually.

2 ELAC:

School wide data analysis and Needs assessment was shared with Homan ELAC on 3/9/18. SPSA budget prioritizations based on the data analysis was shared with the SSC and they agreed with the recommendations of Homan staff. The ELAC was in agreement with focusing on Reading by Third Grade and increasing the rate of students moving to the meeting and exceeding band of the ELA SBAC.

EL redesignation data will be shared with parents annually.

In addition, the school ELAC was informed of the effective actions aligned to math. The goal would be in increasing students opportunities to experience the building of conceptual understanding through the use of tools associated with the mathematical practices.

3 Staff:

School wide data analysis and Needs Assessment was completed with all staff. The ILT and all PLC's were able to review drafts of the SPSA and make further recommendations to the agreed upon actions. 3/6/18, 3/14/18 and 3/15/18

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

Substitutes for Teachers to engage in Lesson Study to build instructional alignment and rigor. Additionally PLC's will continue to plan essential standard instruction and develop standards aligned CFA's to determine RTI for students.

Action 1

Title: ELA Kindergarten - Third

[Action Details:](#)

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

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

Explain the Progress Monitoring and data used for this Action

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

BAS

Owner(s):

Teachers
 Certificated Tutor
 TSA

Timeline:

Kindergarten- Quarterly
 First - Quarterly
 Second - Quarterly

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

BPST

Owner(s):

Teachers
 Certificated Tutor

Timeline:

Kindergarten - Second Grade

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

DRP

Owner(s):

2nd -6th Grade

Timeline:

1st Quarter
 4th Quarter

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

CCI Cycle Data

CFU

Common Formative Assessments

CSA

Owner(s):

Professional Learning Community
 TSA
 Regional PAC (Del Mar Homan Muir Roeding)
 Vice Principal/Principal

Timeline:

Quarterly PAC
 Teachers Daily Weekly

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

FUSD ELA Interim

Owner(s):

Teachers
 TSA

Timeline:

Bi-annually

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

KAIG

Owner(s):

Teachers PLC

Timeline:

Quarterly

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

SBAC

Owner(s):

Teachers PLC

Vice Principal and Principal

Timeline:

Annually

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

IPG Data

Owner(s):

Principal and Vice Principal

Teachers

Timeline:

Weekly

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

All students in Grades 1-3 will participate in a weekly minimum of 4 30 minute sessions differentiated reading instructional block of RTI to target reading skills /gaps.

- Students will be identified by need by standard and reading level.
- Sub- group students will be identified for additional support and have priority for targeted support before and after school
- PLC Teams will continue to improve instructional supports for all sub-group students and provide instruction through the RTI process
- Support will be provided by, Certificated Tutor/Para Professionals and Teaching Fellows.
- Materials to be utilized may include Wonders
- Common Core Companion
- Backwards Mapping
- Wonders Leveled Readers
- Corrective Reading Reading Mastery (RSP) Tier 3
- Head Sprout/Reading A-Z RAZ KIDS PLUS
- Wonder Works Tier 3
- Students in Grades Kinder - Second Grade Participate in High Frequency Word Wiz
- Students in Grades K-3 Participate Super Readers Challenge
- D = Kinder J = First DRP = 39 Second Third = 45

Specify enhanced services for EL students:

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

Explain the actions for Parent Involvement (required by Title I):

- Parents will participate in Back to School Night
- Parent Conferences
- Parent University Classes
- Share Data Progress Quarterly during SCC and ELC
- Parent Handbook
- Home School Liaison
- Weekly News Letter
- Parent Education Night
- Quarterly Awards Assemblies
- Student Success Team meetings
- Edutext
- Childcare and Translation Services

Describe Professional Learning related to this action:

- Continue CCI Cycle Work with Regional PAC Focus: Tenets of Learning by Doing, subs will be provided for teachers to complete this work
- PLC's will continue professional learning through PLC collaboration utilizing Learning by Doing and the Four Grounding questions to address and meet students needs.
- PLC's will use protocols to examine student work samples and data to target instructional needs of students. Data will be examined to focus instruction by student by need by standard.
- Data Chats, Data analysis and Goal Setting will be used following FUSD formative assessment and State Assessments to target focus students
- Regional CFA Rubric
- Scope and Sequence
- Lesson Study
- Embedded and Differentiated Professional Learning for PLC's

- Conference Opportunities
- Learning PL in Designated and Integrated ELD
- Continue PL in on Reading Standards and Reading Comprehension Strategies to support he the implementation of Wonders and Tier 1 instruction including instruction on essential components
- Supplemental contracts provided for school wide planning days

Action 2

Title: ELA Fourth - Sixth

Action Details:

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

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

DRP

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

2nd through 6th Grade Teachers

[Timeline:](#)

1st Quarter

4th Quarter

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

CCI Cycle Data

CFU

Common Formative Assessments

CSA

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

Professional Learning Community

TSA

Regional PAC (Del Mar Homan Muir Roeding)

[Timeline:](#)

Teachers Daily Quarterly

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

FUSD ELA Interim

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

Teachers

TSA

[Timeline:](#)

1st Quarter

3 Quarter

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

SBAC

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

Teachers and PLC

[Timeline:](#)

Annually

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

IPG Data

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

All students in Grades 4-6 will participate in a 30 min. block of RTI (Tier 1 and Tier 2) Homan Hawk Mastery Block. The focus will be on differentiated instruction to target specific Reading Standards by student by need. Support will be provided by an RSP teacher and a .5 FTE RTI support teacher.

- Lesson Study to focus on grade level Tier 1 instruction of Essential Standards
- Tier 1 and 2 supports will be provided by classroom teacher and PLC.
- Materials to be utilized may include Wonders and additional CCSS based resources ect.
- PLC Teams will continue to improve instructional supports for sub-group students and provide instruction through the RTI process
- Teachers will provide additional interventions to identified sub-group students focused on closing the achievement gap
- Wonders Leveled Readers ect.
- Corrective Reading Reading Mastery (RSP) for Tier 3 Students
- Head Sprout/Reading A-Z RAZ KIDS PLUS
- Technology software and hardware
- Wonder Works Tier 3 Intensive
- Incentives for Growth
- Copier Lease and supplies

Explain the actions for Parent Involvement (required by Title I):

- Parents will participate in Back to School Night
- Parent Conferences
- Parent University Classes
- Share Data Progress Quarterly during SCC and ELC
- Parent Handbook
- Home School Liaison
- Weekly News Letter
- Parent Education Night
- Quarterly Awards Assemblies
- Student Success Team meetings
- Edutext
- Childcare and Translation Services

Owner(s):

Principal / Vice Principal

Teachers

Timeline:

Weekly

Specify enhanced services for EL students:

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

Describe Professional Learning related to this action:

- Continue CCI Cycle Work with Regional PAC Focus: Tenets of Learning by Doing
- PLC's will continue professional learning through PLC collaboration utilizing Learning by Doing and the four Grounding questions to address and meet students needs.
- PLC's will use protocols to examine student work samples and data to target instructional needs of students. Data will be examined to focus instruction by student by need by standard.
- Data Chats and Data analysis and Goal Setting will be used following FUSD formative assessment and State Assessments to target focus students
- Scope and Sequence
- Regional CFA Rubric
- Lesson Study
- Embedded and Differentiated Professional Learning for PLC's
- Conference Opportunities
- Learning PL in Designated and Integrated ELD
- Continue PL in on Reading Standards and Reading Comprehension Strategies to support the implementation of Wonders and Tier 1 instruction including instruction on essential components

Action 3

Title: Math Kindergarten - Sixth

[Action Details:](#)

Homan will implement a comprehensive and balanced math instructional program with an emphasis on daily targeted and differentiated instruction with a focus on students in grades K-6.

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

Explain the Progress Monitoring and data used for this Action

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

KAIG Kinder
Kindergartengarten Assessment

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

Teachers
TSA

[Timeline:](#)

Quarterly

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

CCI Cycle Data CFU and CFA/CSA

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

Teachers
PLC's
Regional PAC

[Timeline:](#)

Teachers Daily/Weekly
Regional PAC Quarterly

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

Interim

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

Teachers PLC

[Timeline:](#)

Bi-annually

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

SBAC

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

Teachers PLC

[Timeline:](#)

Annually

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

IPG Data

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

Principal and Vice Principal
Teachers

[Timeline:](#)

Weekly

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

Tier 1 - 2:

Homan will focus on students in grades K-6 to implement a comprehensive math instructional program with an emphasis on daily targeted and differentiated instruction to ensure all students advance one level and beyond per year in math proficiency. The focus during intervention will be data driven by the PLC's and target students by need and by standard.

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

- Designated Support in Language Proficiency in Tier 2 To Vocabulary
- Integrated support throughout the instructional day
- Goal Setting and Goal Setting Data chats based on ELPAC results and EL redesignation Goal Setting reports
- EL team of Teachers will research Professional Learning on their own and provide PL to staff
- Extra support work with hands on concept building, partner and group work will be provided as needed.
- EL students will be monitored for reclassification of their EL status based on ELPAC results.

- Common Core Companion
- Backwards Mapping from pre-assessment to post 2- 3 weeks of instruction using Go Math Chapters. PLC's will utilize an assessment calendar to develop common checks for understanding (Exit Tickets), CFA, Mid Chapter Assessment and End of Chapter Assessment.
- Supplemental Contracts for Teachers to plan for their students' needs and CFA and CSA development
- Tier 3 supports will be provided in an after school tutorial focused on Math Fluency and basic math skills to close academic gaps in mathematics
- Materials to be utilized may include Go Math and additionally materials including on-line resources,, manipulatives, and fluency components. Other rigorously and aligned CCSS resources ect. may support instruction.
- All students have opportunities for productive struggle and demonstrate perseverance in problem solving using Go Deeper Think Smarter problems from Go Math.
- Incentives for Growth
- PLC Teams will continue to improve instructional supports for sub-group students and provide instruction through the RTI process
- Teachers will provide additional interventions to identified sub-group students focused on closing the achievement gap

Explain the actions for Parent Involvement (required by Title I):

- Parents will participate in Back to School Night
- Parent Conferences
- Parent University Classes
- Share Data Progress Quarterly during SCC and ELC
- Parent Handbook
- Home School Liaison
- Weekly News Letter
- Parent Education Night
- Quarterly Awards Assemblies
- Student Success Team meetings
- Edutext
- Childcare and Translation Services

- Materials and Supplies for EL students

Describe Professional Learning related to this action:

- Continue CCI Cycle Work with Regional PAC Focus: Tenets of Learning by Doing
- FUSD IPG: classroom walks with ILT to calibrate and build capacity
- PL Tenets 1, 2a, 2b and special focus on tenet 3 student Ownership
- PLC's will continue professional learning through PLC collaboration utilizing Learning by Doing and the four Grounding questions to address and meet students needs.
- PLC's will use protocols to examine student work samples and data to target instructional needs of students. Data will be examined to focus instruction by student by need by standard.
- PL on Math Standards, Quarterly Planner, Progressions and illuminate CFA building and conceptual understanding strategies to support the implementation of Go Math GVC and Tier 1 instruction
- Data Chats and Data analysis and Goal Setting will be used following FUSD formative assessment and State Assessments to target focus students
- Regional CFA Rubric
- Lesson Study
- Embedded and Differentiated Professional Learning for PLC's
- Conference Opportunities
- Learning PL in Designated and Integrated ELD
- Continue PL in on Math Standards and Math Strategies to support the implementation of Go Math and Tier 1 instruction including instruction on essential components.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0225 Homan Elementary (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			school wide planning days	2,651.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			materials and supplies school wide A-Z reading Intervention program (No food or incentives)	831.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows: 4 teaching fellows	40,194.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.3000		33,044.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Hmong	0.3750		11,790.00
G1A1	LCFF: EL	Instruction	Direct-Other			: ELPAC Assessors	2,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			school wide materials and supplies	54,947.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			technology GIA1	13,401.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			school wide copier lease	5,000.00
G1A2	Sup & Conc	Instruction	Direct-Maint			instruction/ PL	500.00
G1A3	Title 1 Basic	Instruction	Nc-Equipment			technology	3,342.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000	1.0 Tutor shared between Homan and Roeding to support RtI Instruction in Math	60,142.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental contracts	2,313.00
G1A3	Sup & Conc	Instruction	Mat & Supp			: Teacher supplies and materials	500.00
G1A3	LCFF: EL	Instruction	Mat & Supp			school wide intervention and EL program	13,014.00

\$243,669.00

Goal 2 - All Students will engage in arts, activities, and athletic

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	95.167	100

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Goal 2 Participation Rate</p> <p>The factors that contributed to Homan's participation rate are the targeted student clubs that guarantee an activity for various grade levels.</p> <p>Drumming and Yoga, sponsored by Every Neighborhood Partnership, were added clubs this year that engaged students during PE time which resulted in 100% participation. Additionally, community partnerships with UC Cal Fresh Nutrition allow for engagement during PE time with First Grade students.</p>	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Goal 2 Participation Rate</p> <p>The factors that contributed to disproportionality in subs groups was suspension rates for African American students. Chronic absenteeism rates in the Students with Disabilities and White sub groups additionally impacted student involvement in Goal 2 activities.</p>
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Step 2: 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.

<p>1 SSC:</p> <p>School wide data analysis and Needs assessment was shared with Homan SSC on 3/7/18 and 3/3/19/18. SPSA budget prioritizations based on the data analysis was shared with the SSC and they agreed with the recommendations of Homan staff. The SSC was in agreement with focusing on Reading by Third Grade and increasing the rate of students moving to the meeting and exceeding band of the ELA SBAC.</p> <p>In addition, the school SSC was informed of the effective actions aligned to math. The goal would be in increasing students opportunities to experience the building of conceptual understanding through the use of tools associated with the mathematical practices.</p> <p>SSC agreed with the feedback from Homan staff that Homan will continue to offer an array of Goal 2 activities to all students.</p>	<p>2 ELAC:</p> <p>School wide data analysis and Needs assessment was shared with Homan ELAC on 3/9/18. SPSA budget prioritizations based on the data analysis was shared with the SSC and they agreed with the recommendations of Homan staff. The ELAC was in agreement with focusing on Reading by Third Grade and increasing the rate of students moving to the meeting and exceeding band of the ELA SBAC.</p> <p>In addition, the school ELAC was informed of the effective actions aligned to math. The goal would be in increasing students opportunities to experience the building of conceptual understanding through the use of tools associated with the mathematical practices.</p>	<p>3 Staff:</p> <p>School wide data analysis and Needs Assessment was completed with all staff. The ILT and all PLC's were able to review drafts of the SPSA and make further recommendations to the agreed upon actions. 3/6/18, 3/14/18 and 3/15/18</p> <p>Homan staff agrees to continue to engage student in Goal 2 activities therefore building positive relationships with students as well as school connectedness..</p>
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Action 1

Title: Student Involved in Goal 2 Activity

Action Details:

- Homan will foster a sense of belonging through greater participation in school life through engagement activities. Homan will increase Goal 2 participation throughout the year by students engaging in clubs, athletic teams, co-curricular activities, visual and performing arts activities, and class sponsored activities. Homan Elementary School will provide an inclusive school climate, focused on building relationships and promoting increased participation with attention given to reducing disproportionality in Goal 2 participation. Homan will engage in a Cycle of Continuous improvement, collecting and analyzing data, identifying students from sub groups who will benefit from building school connections.

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

Explain the Progress Monitoring and data used for this Action

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

Goal 2: Student Engagement Entry will increase and be tracked by sub group information to decrease disproportionality between students

Owner(s):

Teachers
PLC
TSA

Timeline:

Quarterly

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

Goal 2 Participation Rates

Owner(s):

Teachers
TSA

Timeline:

Quarterly

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

Homan CORE Index

Owner(s):

Teachers
TSA
Vice Principal

Timeline:

Annually

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

Homan will offer an array of clubs and increase student participation to engage students

- Seek staff interest in club opportunities for students
- Assemblies and outside vendors will be contracted to provide activities
- Supplies for family events, security, clubs and sports will be purchased
- HSL to support communication with student and parents
- PLI opportunities in clubs

Specify enhanced services for EL students:

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

Explain the actions for Parent Involvement (required by Title I):

- Parents will be encouraged to support student clubs
- School events such as assemblies will highlight club activities
- HSL to support communication with students and parents in regard to school activities
- Increase parent involvement through SSC and ELAC

Describe Professional Learning related to this action:

- Support teachers in club development ideas and opportunities
- PLI Personalized Learning Initiative

Goal 3 - All Students will demonstrate the character and competencies for workplace success

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 3rd Grade	93.151	100

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Exposure to Careers - 3rd Grade</p> <p>Factors that contributed to this metric are CTE classes. Third Graders experience bricks for Kidz in the classroom. Parent permission is not involved in the process. 100% of students are given the opportunity CTE experience</p>	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Exposure to Careers - 3rd Grade</p> <p>Factors that contributed to the disproportionality between sub groups that participated was both chronic absenteeism of African American and the White student sub groups and suspension rates for the African American sub group.</p>
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Step 2: 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.

<p>1 SSC:</p> <p>School wide data analysis and Needs assessment was shared with Homan SSC on 3/7/18 and 3/3/19/18. SPSA budget prioritizations based on the data analysis was shared with the SSC and they agreed with the recommendations of Homan staff. The SSC was in agreement with focusing on Reading by Third Grade and increasing the rate of students moving to the meeting and exceeding band of the ELA SBAC.</p> <p>In addition, the school SSC was informed of the effective actions aligned to math. The goal would be in increasing students opportunities to experience the building of conceptual understanding through the use of tools associated with the mathematical practices.</p> <p>The SSC agreed with the Needs Assessment from staff that all students should be given the opportunity to engage in a CTE experience offered by FUSD.</p>	<p>2 ELAC:</p> <p>School wide data analysis and Needs assessment was shared with Homan SSC on 3/7/18 and 3/3/19/18. SPSA budget prioritizations based on the data analysis was shared with the SSC and they agreed with the recommendations of Homan staff. The SSC was in agreement with focusing on Reading by Third Grade and increasing the rate of students moving to the meeting and exceeding band of the ELA SBAC.</p> <p>In addition, the school SSC was informed of the effective actions aligned to math. The goal would be in increasing students opportunities to experience the building of conceptual understanding through the use of tools associated with the mathematical practices.</p>	<p>3 Staff:</p> <p>School wide data analysis and Needs Assessment was completed with all staff. The ILT and all PLC's were able to review drafts of the SPSA and make further recommendations to the agreed upon actions. 3/6/18, 3/14/18 and, 3/15/18</p> <p>Homan staff recommended all students be given the opportunity to continue engagement in CTE experiences offered by FUSD. In addition, Homan should use the HSL or Parent Weekly to communicate the experiences aligned to each grade level.</p>
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Action 1

Title: Exposure to Career Technical Education

Action Details:

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

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Student Engagement Tool

SQII Indicator/Review of Student Attendance Participation

Owner(s):

Teachers

PLC

HSL

TSA

Vice Principal

Timeline:

Quarterly

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

FUSD and Site Participation Report

Owner(s):

Teachers

TSA

Vice Principal

Timeline:

Quarterly

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

- FUSD Career Education Field Trips
- Meaningful work opportunities
- Character Counts
- Growth Mindset and Self Efficacy Instruction

Specify enhanced services for EL students:

Site communication will be culturally relevant and support EL student involvement

Explain the actions for Parent Involvement (required by Title I):

- Support Field Trips
- HSL to Communicate through Homan Weekly Opportunities for students
- Parent University Modules
- Resources Counseling Assistant

Describe Professional Learning related to this action:

- PL on Self Efficacy
- PL on Growth Mindset

Goal 4 - All Students will stay in school on target to graduate

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	22.997	20.997
Suspensions Per 100	11.978	10.978

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Chronic Absenteeism</p> <p>Factors that contributed to chronic absenteeism include students with chronic health conditions such as asthma as well as lack of parent education regarding the importance of Kindergarten attendance despite Kindergarten not being a mandatory grade to attend. Additionally, students who experience trauma within the home environment have barriers to attending school regularly despite the school offering SST's, counseling and RCA support.</p> <p>Suspensions Per 100</p> <p>Factors that contributed to suspension rates are students with low self regulation or strategies to practice a growth mindset. Additionally, multiple suspensions of the same student occur when recommendations from the SST process are not implemented in their entirety. There is a correlation between students who experience trauma and suspension rates.</p>	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Chronic Absenteeism</p> <p>Key factors that contribute to the disproportionality between sub group absenteeism: 23%of students comprise the Chronic absenteeism rate for the school. Of that 35%, of those students are from the White sub group and 33% ar from the students with disabilities sub group..</p> <p>Suspensions Per 100</p> <p>Key factors that contribute to the disproportionality between sub group suspension rates: 6.3% of students comprise the suspension rate for the school. Of that, 10.8%, of those students are from the African American sub group and 8.8% are from the students with disabilities sub group..</p>
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Step 2: 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.

<p>1 SSC:</p> <p>School wide data analysis and Needs assessment was shared with Homan SSC on 3/7/18 and 3/3/19/18. SPSA budget prioritizations based on the data analysis was shared with the SSC and they agreed with the recommendations of Homan staff. The SSC was in agreement with focusing on Reading by Third Grade and increasing the rate of students moving to the meeting and exceeding band of the ELA SBAC.</p>	<p>2 ELAC:</p> <p>School wide data analysis and Needs assessment was shared with Homan ELAC on 3/9/18. SPSA budget prioritizations based on the data analysis was shared with the SSC and they agreed with the recommendations of Homan staff. The ELAC was in agreement with focusing on Reading by Third Grade and increasing the rate of students moving to the meeting and exceeding band of the ELA SBAC.</p>	<p>3 Staff:</p> <p>School wide data analysis and Needs Assessment was completed with all staff. The ILT and all PLC's were able to review drafts of the SPSA and make further recommendations to the agreed upon actions. 3/6/18, 3/14/18 and,3/15/18</p> <p>Additionally, staff agreed to continuing a of a multi-tiered incentive and support system for both attendance and positive behavior support.</p>
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In addition, the school SSC was informed of the effective actions aligned to math. The goal would be in increasing students opportunities to experience the building of conceptual understanding through the use of tools associated with the mathematical practices.

SSC agreed with the recommendation from staff to have the HSL educate parents regarding chronic absenteeism and have an RCA and counselor available to students to assist students in re-engagement behaviors. Additionally, staff professional learning will support teachers regarding targeted SEL.

In addition, the school ELAC was informed of the effective actions aligned to math. The goal would be in increasing students opportunities to experience the building of conceptual understanding through the use of tools associated with the mathematical practices.

ELAC agreed with the recommendation from staff to have the HSL educate parents regarding chronic absenteeism and have an RCA and counselor available to students to assist students in re-engagement behaviors. Additionally, staff professional learning will support teachers regarding targeted SEL.

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

Substitutes for Teachers to engage in Lesson Study to build instructional alignment and rigor. Additionally PLC's will continue to plan essential standard instruction and develop standards aligned CFAs to determine RTI for students. Technology and software was purchased to engage students in computer adaptive lessons to build reading skills.

Action 1

Title: Attendance

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

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

Attendance Data:

ATLAS

Core Index Report

Owner(s):

Teachers

CWAS

HSL

Timeline:

Weekly

Quarterly

Annually

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

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

Specify enhanced services for EL students:

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

All ELL students with Chronic absenteeism will be supported by the Home School Liaison

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

Implement a Daily, Weekly and Quarterly recognition program for improved attendance.

FUSD Saturday Academy

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

Graphics/ materials and supplies

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

Explain the actions for Parent Involvement (required by Title I):

Increase greater levels of parent engagement through Parent University

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

Parent education provided by Home School Liaison

Describe Professional Learning related to this action:

Semester Data Review

Saturday Academy

Action 2

Title: Positive Behavior Support

Action Details:

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

Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

Quarterly Student Referral Data ATLAS

Owner(s):

Teachers

Culture Climate Team

Timeline:

Quarterly

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

Suspension Data

Owner(s):

Teachers

Culture Climate Team

Timeline:

Quarterly

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

Suspension Reports

ATLAS

CORE INDEX Report

Owner(s):

Teachers

Vice Principal

Principal

Timeline:

Weekly

Quarterly

Annually

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

- Character building groups with RCA, CWA, and counseling service
- Homan Guideline for Success will be used daily
- Second Step and Class Meetings will be taught in every grade level weekly
- Materials and supplies will be purchased to support the Positive Behavior Support System at Homan. For example: Funworks Contracts, incentives and rewards, Super Hawk Raffle, FUSD Graphics and Character Counts activities

Specify enhanced services for EL students:

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

Explain the actions for Parent Involvement (required by Title I):

- Awards and Assemblies
- Parent University
- Parent Weekly
- Parent Handbook
- Jog-a-Thon
- Homan Family Night
- Read Across America

Describe Professional Learning related to this action:

- Professional Learning will be developed by the Homan Climate Culture Team
- Professional Learning will be delivered by Regional Climate Culture Support on 3 to 1 Ratio of positive to negative interactions
- Sub release when needed for school wide planning

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0225 Homan Elementary (Locked)

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.6250	Increase by 2 hours daily position has been filled by Angelica Espino	46,511.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			mileage	300.00
G4A2	Sup & Conc	Instruction	Teacher-Subs			school teaching planning	11,948.00
G4A2	Sup & Conc	Instruction	Direct-Graph			graphics for posters	100.00
G4A2	Sup & Conc	Guidance & Counseling Services	Direct-Other			: REA Counseling Contract Evaluation Fee	266.00
G4A2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Family Foundation Services : counseling services for Tier 2 and 3 students	13,300.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3750	decrease to 3 hours daily	10,597.00
G4A2	LCFF: EL	Parent Participation	Oth Cls-Supp			parent participation	612.00
G4A2	LCFF: EL	Parent Participation	Mat & Supp			parent participation	500.00

\$84,134.00

2018-2019 Budget for SPSA/School Site Council

State/Federal Dept 0225 Homan Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			school wide planning days	2,651.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			materials and supplies school wide A-Z reading Intervention program (No food or incentives)	831.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows: 4 teaching fellows	40,194.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.3000		33,044.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Hmong	0.3750		11,790.00
G1A1	LCFF: EL	Instruction	Direct-Other			: ELPAC Assessors	2,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			school wide materials and supplies	54,947.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			technology GIA1	13,401.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			school wide copier lease	5,000.00
G1A2	Sup & Conc	Instruction	Direct-Maint			instruction/ PL	500.00
G1A3	Title 1 Basic	Instruction	Nc-Equipment			technology	3,342.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000	1.0 Tutor shared between Homan and Roeding to support RtI Instruction in Math	60,142.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental contracts	2,313.00
G1A3	Sup & Conc	Instruction	Mat & Supp			: Teacher supplies and materials	500.00
G1A3	LCFF: EL	Instruction	Mat & Supp			school wide intervention and EL program	13,014.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.6250	Increase by 2 hours daily position has been filled by Angelica Espino	46,511.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			mileage	300.00
G4A2	Sup & Conc	Instruction	Teacher-Subs			school teaching planning	11,948.00
G4A2	Sup & Conc	Instruction	Direct-Graph			graphics for posters	100.00
G4A2	Sup & Conc	Guidance & Counseling Services	Direct-Other			: REA Counseling Contract Evaluation Fee	266.00
G4A2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Family Foundation Services : counseling services for Tier 2 and 3 students	13,300.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3750	decrease to 3 hours daily	10,597.00
G4A2	LCFF: EL	Parent Participation	Oth Cls-Supp			parent participation	612.00
G4A2	LCFF: EL	Parent Participation	Mat & Supp			parent participation	500.00

\$327,803.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$53,635.00
Sup & Conc	7090	\$213,208.00
LCFF: EL	7091	\$60,960.00
Grand Total		\$327,803.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$243,669.00
G4 - All students will stay in school on target to graduate	\$84,134.00
Grand Total	\$327,803.00