

**Homan Elementary**

10621666006290

Principal's Name: Jackie Sittre-Price

Principal's Signature: *Jackie Sittre-Price*

The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

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<b>District Goals</b>	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing 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 Four District Goals supporting the expectation 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**



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.
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 subgroups 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 (DAC and 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 Involvement 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 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.

**School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Jackie Sittre-Price</b>	X				
2. <b>Chairperson - Araceli Swatsenberg</b>				X	
3. <b>Tamara Thompson</b>				X	
4. <b>Jessica Sierra</b>				X	
5. <b>Martha Acevedo</b>				X	
6. <b>Liliana Martin</b>					
7. <b>Lisa Christensen</b>		X			
8. <b>Jade Chatman</b>		X			
9. <b>Jennifer Massingham</b>		X			
10. <b>Sonia Osmer</b>			X		
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
X ELAC reviewed the SPSA as a school advisory committee.
X ELAC voted to consolidate with the SSC. Date 3-14-19 .

**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		March 14, 2019
SSC Chairperson	Araceli Swatsonberg		March 14, 2019

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2019/20

Homan - 0225

**ON-SITE ALLOCATION**

3010	Title I	\$53,204 *
7090	LCFF Supplemental & Concentration	\$226,212
7091	LCFF for English Learners	\$48,387
		\$327,803
<b>TOTAL 2019/20 ON-SITE ALLOCATION</b>		<b>\$327,803</b>

\* These are the total funds provided through the Consolidated Application

\* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,698
Remaining Title I funds are at the discretion of the School Site Council	\$51,506
Total Title I Allocation	\$53,204

## Homan Elementary 2019-2020 - School Plan for Student Achievement (SPSA)

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

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate (All grade levels)	18.905 %	1.274 %	2017-2018	8.274 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	30.024 %	31.21 %	2017-2018	38.21 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	28.502 %	27.302 %	2017-2018	34.302 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

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

- 2-3 CFAs 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 CFAs 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

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

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

Students with Disabilities represented 9% of the student population. 14% of all students met or exceeded standards on the SBAC ELA. Students with Disability subgroup is not growing at the same rate 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. 22% of all students met or exceeded standards on the SBA ELA. The African American Subgroup often struggle with connecting text to real life experiences and reading fluency, therefore additional opportunities engage in the three C's of complex text, task and talk.

Both SWD and the African American sub groups have the lowest percent of Average daily attendance which is also a contributing factor to the disproportionality.

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

Students with Disabilities represented 9% of the student population. 7% of all students met or exceeded standards on the SBAC Math. Students with Disability subgroup is not growing at the same rate as the whole school.

**EL Reclassification Rate (All grade levels)**

Lack of process in identifying students who need additional support  
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.

The SWD subgroup will need to be provided the opportunity for building conceptual understanding through the use of hands on manipulatives. Additionally, teachers reported SWD struggle with automaticity in math fluency.

Asian students represent 14% of the student population. 23% of all students met or exceeded standards on the SBAC Math. The Asian student subgroup is not growing at the same rate as the whole school. Teachers identify a lack of Math fluency and automaticity as a contributing factor in disproportionality.

Both SWD sub group have the lowest percent of Average daily attendance which is also a contributing factor to the disproportionality.

**EL Reclassification Rate (All grade levels)**

English Language students which represents 34% of the total population. 25% of the EL students met or exceeded standards on the SBAC ELA with 89% of EL students demonstrating growth. 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:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

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.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Regional Mini PAC CCI cycle will continue in ELA and Math will be added, Diligent Progress monitoring will be utilized to adjust instruction

**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

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

**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

**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. 2/28/19 3/13/19 with ILT



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.

SSC Meetings for SPSA 2/25/19 and 3/14/19

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.

SPSA Meeting ELAC 3/6/19

## 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: BAS will be collected:

Kindergarten and First Grade Quarterly

Second Grade: Semester and End of Year

#### 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: BPST will be used by First and Second Grade Teachers to progress monitor skills that may need to be taught to during RTI reading groups. The BPST is monitored fluidly as students learn the target skill with automaticity.

#### Owner(s):

Teachers

Certificated Tutor

#### Timeline:

Kindergarten - Second Grade

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

DRP This information will be used in conjunction with the Setting Expectations Monitoring Student progress Report. The report will be used after Interim 1 and 2. The report will provided a multiple metric view of the student for compare and contrast data. The teacher may find discrepancies between multiple metrics using this report.

#### 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

This CCI protocol is used with identified ELA essential standards. The protocol is used in each ELA unit.

The AC protocol includes:

Identification of Essential standards with mini PAC:

Deconstruction of standards into learning targets

Creation of a CSA for the standard

Creation of CFA for each learning target

Established Assessment RTI calendar

Cycles of instruction with RTI

Owner(s):

Professional Learning Community

TSA

Regional PAC (Del Mar Homan Muir Roeding)

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

The report is analysed 2 times a year, in order for teachers to identify progress and re engagement opportunities.

Owner(s):

Teachers

TSA

Timeline:

Bi-annually

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

KAIG: Quarterly. This metric is used to provide teacher a data point to inform small group instructional opportunities.

Owner(s):

Teachers PLC

Timeline:

Quarterly

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

SBAC Annual data; This metric is used to set goals in content areas. Additionally, the metric is used to identify trends in low performing math claims as well as , reading targets.

Owner(s):

Teachers PLC

Vice Principal and Principal

Timeline:

Annually

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

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

Owner(s):

Principal and Vice Principal

Teachers

Timeline:

Weekly

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

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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
- Technology
- Common Core Companion
- Backwards Mapping
- Wonders Leveled Readers
- Corrective Reading Reading Mastery (RSP) Tier 3
- Use of Wonders Digital Components to support connections to CORE instruction
- Head Sprout/Reading A-Z RAZ KIDS PLUS
- Wonder Works Tier 3 all SDC students
- 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:

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- 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):

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- 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

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

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Teachers will intentionally identify baseline levels of African American and EL students. Cognitive planning will be utilized for targeted instructions based assessed need. Teachers will use the digital components of Wonders, that align to the weekly core Standards to build connections from CORE content instruction to RTI.

Guided reading will be utilized during RTI for those students in Tiers 2 and 3, students who are on grade level will have access to on level text from Wonders.

#### Describe Professional Learning related to this action:

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- 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

- Weekly News Letter
- Parent Education Night
- Quarterly Awards Assemblies
- Student Success Team meetings
- Edutext
- Childcare and Translation Services

- 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 the implementation of Wonders and Tier 1 instruction including instruction on essential components
  - Supplemental contracts provided for school wide planning days
  - Digital Components of Wonders
  - IAB's for 3rd grade teachers

## Action 2

**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 Kindergarten Quarterly. This metric is used to provide teacher a data point to inform small group instructional opportunities.

[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

CCI Cycle Data

CFU

Common Formative Assessments

CSA

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

The AC protocol includes:

Identification of Essential standards with mini PAC:

Deconstruction of standards into learning targets

Creation of a CSA for the standard

Creation of CFA for each learning target

Established Assessment RTI calendar

Cycles of instruction with RTI

**Owner(s):**

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: The report is analysed 2 times a year, in order for teachers to identify progress and re engagement opportunities.

**Owner(s):**

Teachers PLC

**Timeline:**

Bi-annually

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

SBAC: SBAC Annual data; This metric is used to set goals in content areas. Additionally, the metric is used to identify trends in low performing math claims as well as , reading targets.

**Owner(s):**

Teachers PLC

**Timeline:**

Annually

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

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

**Owner(s):**

Principal and Vice Principal

Teachers

**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.

- Common Core Companion for Cognitive planning
- 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 a 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
- Continue CCI Cycle with Mini PAC, Embedded and differentiated learning determined by AC
- Progress monitoring of Math performance and mastery goals by standard by student

#### Specify enhanced services for EL students:

- Designated Support in 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.
- Materials and Supplies for EL students

#### 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

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

Teachers will intentionally identify baseline levels of African American and EL students. Based on the Data Dashboard, the Asian population is performing below other sub groups. Cognitive planning will be utilized for targeted instructions based assessed need. Teachers will use the digital components of Go Math and Fluency, that align to the weekly core Standards to build connections from CORE content instruction to RTI.

#### 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 ca
- 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 CFARubric
- 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.
- Teachers attend Unbound Ed Math Conference
- 5 E's of Go Math connected to the rigor called out by standard. Go Deeper /Think Smarter
- Math IAB's

### **Action 3**

**Title:** ELA Fourth - Sixth

[Action Details:](#)

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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:**     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](#)

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

The AC protocol includes:

Identification of Essential standards with mini PAC:

Deconstruction of standards into learning targets

Creation of a CSA for the standard

Creation of CFA for each learning target

Established Assessment RTI calendar

Cycles of instruction with RTI

**Owner(s):**

Professional Learning Community

TSA

Regional PAC (Del Mar Homan Muir Roeding)

**Timeline:**

Teachers Daily Quarterly

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

FUSD ELA Interim

The report is analysed 2 times a year, in order for teachers to identify progress and re engagement opportunities.

**Owner(s):**

Teachers

TSA

**Timeline:**

1st Quarter

3 Quarter

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

SBAC Annual data; This metric is used to set goals in content areas. Additionally, the metric is used to identify trends in low performing math claims as well as , reading targets.

**Owner(s):**

Teachers and PLC

**Timeline:**

Annually

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

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

**Owner(s):**

Principal /Mce Principal

Teachers

**Timeline:**

Weekly

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

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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

#### Specify enhanced services for EL students:

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- 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

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

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- 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

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

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Teachers will intentionally identify baseline levels of African American and EL students. Cognitive planning will be utilized for targeted instructions based assessed need. Teachers will use the digital components of Wonders, that align to the weekly core Standards to build connections from CORE content instruction to RTI.

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

#### Describe Professional Learning related to this action:

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- 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
- PL in Writing Resources



- Conference by Solution Tree
- ELA IAB's

# 2019-2020 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	2,663.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			A-Z reading intervention prgrm materials & supplies-No food/Incentives	2,206.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			technology	3,000.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows reading intervention ELA	42,427.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.3000		33,061.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Hmong	0.3750		11,797.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELAC Assessors	2,000.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			School wide Planning Days	3,342.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000	0.50 FTE Fremont G1A1 0.50 FTE Homan G1A3	70,928.00
G1A2	LCFF: EL	Parent Participation	Mat & Supp			Intervention for EL program	500.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Instruction PL	2,329.00
G1A3	Sup & Conc	Instruction	Mat & Supp			school wide materials and supplies	57,829.00
G1A3	Sup & Conc	Instruction	Off Eq Lease			copier lease	5,000.00
G1A3	Sup & Conc	Instruction	Direct-Maint			Tech Repairs	500.00

**\$237,582.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	100 %	91.03 %	2017-2018	98.03 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

**Goal 2 Participation Rate**

The factors that contributed to Homan's participation rate are the targeted student clubs that guarantee an activity for various grade levels.

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.

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

**Goal 2 Participation Rate**

The factors that contributed to disproportionality in subs groups was suspension rates for African American students. Additionally, Chronic absenteeism rates in the Students with Disabilities and African American subgroups impacted student involvement in Goal 2 activities.

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Based on the analysis, students did participate in enhanced activity schedule, yet timely entry did not take place. Increased expenditures were made the past academic year and do not Year to Date current data. Additionally, pay increase affected hiring of coaches.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

A Goal 2 activity form will be created and captures numbers of student by activity and date of entry. Entry will be conducted monthly as opposed to past practice of Quarterly.

Homan TSA will be targeted person to collect and enter all data.

**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1 SSC:**

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.

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 feedback from Homan staff that Homan will continue to offer an array of Goal 2 activities to all students.

**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.

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. 2/28/19

3/13/19 staff SPSA meeting and ILT update

Homan staff agrees to continue to engage student in Goal 2 activities therefore building positive relationships with students as well as school connectedness..

**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: Quarterly review of report of percentage of students engaged as well as review of the report that lists students who are not engaged in an activity.

Owner(s):

Teachers  
TSA

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 invents, security, clubs and sports will be purchased
- HSL to support communication with student and parents
- PLI opportunities in clubs
- Counseling Through Family Foundations

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

Kindergarten students have the lowest participation rate due to non-participation in sports. We will provide assemblies at an earlier time to enhance participation.

Use of Buddy Classes to engage in Arts and Activities

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**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	100 %	96.296 %	2017-2018	100 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

<p><b>1</b> Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.</p> <p><b>Exposure to Careers - 3rd Grade</b></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><b>2</b> Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</p> <p><b>Exposure to Careers - 3rd Grade</b></p> <p>Factors that contributed to the disproportionality between sub groups that participated were both chronic absenteeism of African American and the SWD student sub groups and suspension rates for the African American sub group.</p>
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**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Students do not need permission to participate from parents, yet an analysis of the data and teacher interview, resulted in advertising the event and setting a purpose for participation. Parents are not informed about this additional event to connect their student to College and Career activities.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

3rd Grade Teachers will advertise the Career and College ready event. Students will be informed about the event and how it impacts further learning.

**Step 4:** Stakeholder 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.

<b>1</b> SSC:	<b>2</b> ELAC:	<b>3</b> Staff:
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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.

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.

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.

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.

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.

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.

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.

## 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: Report will be reviewed for students who did not attend and the reason provided.

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
- Counseling through Family Foundation or RCA social groups

Specify enhanced services for EL students:

Site communication will be culturally relevant and support EL student involvement

Specify enhanced services for low-performing student groups:

African American students are affected due to chronic absenteeism as well as the students identified as homeless. Enhanced service can include Intervention Specialist can reach out to parents at targeted grade levels and message opportunities for students.

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
- Classroom Management plan
- Tough Kids Training and CHAMPS



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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	20.997 %	21.829 %	2017-2018	19.829 %
Suspensions Per 100	10.978 %	12.686 %	2017-2018	11.686 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

**Chronic Absenteeism**

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.

**Suspensions Per 100**

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.

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

**Chronic Absenteeism**

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% are from the students with disabilities sub group..

**Suspensions Per 100**

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..

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

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. Technology and software was purchased to engage students in computer adaptive lessons to build reading skills. Budget expenditures will continue in the described areas. This academic FUSD was not able to replace the CWAS, the CWAS was only able to work for 2 weeks this instructional year.. Either a FUSD provided CWAS or Intervention specialist will be able to support students in this area.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

**Step 4: Stakeholder Involvement.** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

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.

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.

**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.

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.

**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.

Additionally, staff agreed to continuing a of a multi-tiered incentive and support system for both attendance and positive behavior support.

### Action 1

**Title:** Attendance

[Action Details:](#)

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

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

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

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

Attendance Data:  
ATLAS  
California Data Dashboard

**Owner(s):**

Teachers  
CWAS  
HSL

**Timeline:**

Weekly  
Quarterly  
Annually

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

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

**Specify enhanced services for EL students:**

All communication will be translated by HSL to allow access to information.  
All ELL students with Chronic absenteeism will be supported by the Home School Liaison

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

Intervention Specialist will directly work with identified students on :  
Communication to parents  
Incentives  
Daily check in with students to connect their attendance to increased student learning.

**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  
Teacher use of Attendance Tracking Chart

**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.

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

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

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

California Data Dashboard Report

Owner(s):

Teachers  
Vice Principal  
Principal

Timeline:

Weekly  
Quarterly  
Annually

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

- Character building groups with RCA, CWA, and counseling service from Family Foundations
- Homan Guideline for Success will be used daily
- Second Step and Class Meetings will be taught in every grade level weekly
- Classroom Management Plan
- 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

Specify enhanced services for low-performing student groups:

1. Culture and Climate team will review suspensions and office referrals to discover root causes and develop supports and interventions based on who, what, where and when the misbehaviors are occurring.
2. COSST (Collaboration of Supports and Services Team)
3. Student Success Team (VP, RSP Teacher, Psychologist, Classroom Teacher, Parents) will meet based on COSST referrals of students who meet the Tier 2-3 criteria for services and supports from RCA, Psychologist and Key staff support.
4. Culture and Climate team will analyze student culture and climate surveys Responses to determine opportunities to target key social/emotional constructs (growth mindset, self-efficacy, self-awareness and self-management) Supplemental Contracts
5. Meaningful Work

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

- Awards and Assemblies
- Parent University

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

- Parent Weekly
- Parent Handbook
- Jog-a-Thon
- Homan Family Night
- Read Across America

- negative interactions
- Sub release when needed for school wide planning
- Tough Kids Training/CHAMPS/Classroom Management Plan
- MTSS Tier 1 Instructional support

## 2019-2020 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	0.4375		16,693.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			mileage	300.00
G4A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Family Foundation Services : school wide counseling	28,000.00
G4A2	Sup & Conc	Instruction	Teacher-Subs			teacher planning days	15,148.00
G4A2	Sup & Conc	Instruction	Travel			travel- conferences PL	11,324.00
G4A2	Sup & Conc	Instruction	Direct-Graph			graphics for posters	100.00
G4A2	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : School side positive social emotional incentives	4,692.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		12,935.00
G4A2	LCFF: EL	Instruction	Mat & Supp			materials and supplies	100.00
G4A2	LCFF: EL	Parent Participation	Oth Cls-Supp			parent participation	929.00

**\$90,221.00**

# 2019-2020 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	2,663.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			A-Z reading intervention prgrm materials & supplies-No food/Incentives	2,206.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			technology	3,000.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows reading intervention ELA	42,427.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.3000		33,061.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Hmong	0.3750		11,797.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELAC Assessors	2,000.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			School wide Planning Days	3,342.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000	0.50 FTE Fremont G1A1 0.50 FTE Homan G1A3	70,928.00
G1A2	LCFF: EL	Parent Participation	Mat & Supp			Intervention for EL program	500.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Instruction PL	2,329.00
G1A3	Sup & Conc	Instruction	Mat & Supp			school wide materials and supplies	57,829.00
G1A3	Sup & Conc	Instruction	Off Eq Lease			copier lease	5,000.00
G1A3	Sup & Conc	Instruction	Direct-Maint			Tech Repairs	500.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		16,693.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			mileage	300.00
G4A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Family Foundation Services : school wide counseling	28,000.00
G4A2	Sup & Conc	Instruction	Teacher-Subs			teacher planning days	15,148.00
G4A2	Sup & Conc	Instruction	Travel			travel- conferences PL	11,324.00
G4A2	Sup & Conc	Instruction	Direct-Graph			graphics for posters	100.00
G4A2	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : School side positive social emotional incentives	4,692.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		12,935.00
G4A2	LCFF: EL	Instruction	Mat & Supp			materials and supplies	100.00
G4A2	LCFF: EL	Parent Participation	Oth Cls-Supp			parent participation	929.00

\$327,803.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$53,204.00
Sup & Conc	7090	\$226,212.00
LCFF: EL	7091	\$48,387.00
<b>Grand Total</b>		<b>\$327,803.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$237,582.00
G4 - All students will stay in school on target to graduate	\$90,221.00
<b>Grand Total</b>	<b>\$327,803.00</b>