


**Homan Elementary**

10621666006290

Principal's Name: Jackie Sittre-Price

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

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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**

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

**School Site Council**

<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 -</b>					
3. <b>Emily Wiebe</b>		X			
4. <b>Jennifer De La Cerda</b>		X			
5. <b>Lisa Christensen</b>		X			
6. <b>Grace Ornelas</b>		X			
7. <b>Fernanda Hernandez</b>			X		
8. <b>Jessica Castaneda</b>				X	
9. <b>Rachelle Castaneda</b>				X	
10. <b>Tamara Thompson</b>				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 School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Jackie Sittre-Price	<i>Jackie Sittre-Price</i>	May 29, 2020
SSC Chairperson	Jessica Castaneda		May 29, 2020

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

**Required Signatures**

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
<b>Principal</b>	Jackie Sittre-Price		May 29, 2020
<b>SSC Chairperson</b>	Jessica Castaneda	<i>Jessica Castaneda</i>	May 29, 2020

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 2020/21

Homan - 0225

**ON-SITE ALLOCATION**

3010	Title I	\$64,130 *
7090	LCFF Supplemental & Concentration	\$218,715
7091	LCFF for English Learners	\$44,958
<b>TOTAL 2020/21 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	\$1,815
Remaining Title I funds are at the discretion of the School Site Council	\$62,315
Total Title I Allocation	\$64,130

## Homan Elementary 2020-2021 - 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
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	38.21 %	35.103 %	2018-2019	42.103 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	34.302 %	30.539 %	2018-2019	37.539 %
SBAC ELA Distance from Level 3 (Students w/Disabilities)		-118.5 pts	2018-2019	-103.5 pts
SBAC Math Distance from Level 3 (Students w/Disabilities)		-132.8 pts	2018-2019	-117.8 pts

**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)

ELA Action: Homan focused on Tier 1 Instruction in ELA throughout the year in PL and in classroom observations using tools such as the IPG. Our English Learner re-designation rate increased indicating our students performed significantly better on multiple measures needed for re-designation. ILT members participated in learning through TNTP which supported teachers in the design and development of lessons in ELA. The team met with a consultant from TNTP four times to build knowledge, design lessons, instruct, and receive feedback from the consultant to support their growth in planning/instruction of CORE Lessons. In addition, there were a number of PL sessions for staff related to design and implementation of impact Tier 1 lessons for students. Additionally, the Fresno Regional Mini-PAC (Del Mar, Homan, Muir, Roeding), in which grade level teachers from all four schools meet to plan for a ELA units (backwards mapping, etc.), supported the increases in scores. For each unit, the collective grade level creates at least one Common Summative Assessment, at least one Common Formative Assessment, and then share data, planning support, and provide each other feedback as to successful instructional moves. With a minimum of 90 minutes of instruction in ELA and 40 minutes of RTI at each student's designated reading level, District and State assessments are showing increases in grade 3, 4, & 6. 2018-19 SBAC Scores show an increase of .4 in ELA school wide as compared to the previous year (2017-18). Most recent iReady assessment results show an increase in performance in all grades 1 - 3 (Kinder does not take this assessment) from the beginning of

**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)

Homan has many new teachers that are interns or have only taught 3 years. These teachers while competent are still building their knowledge base of basic curriculum and the rigor with in the CCSS. PL and initiative/action effectiveness is in the early stages of impact due to teachers learning their craft and building their skill base in lesson execution. IPG data supports this notion of the new teacher learning and implementation curve.

Additionally, 4 highly impact teachers who have demonstrated high student achievement results now work as FUSD coaches to support new teachers. At Homan we are constantly building effective instruction with new staff. Based on growth of Fall and Winter iReady diagnostics, there is adequate growth in all grade levels, however, it is important for teachers to utilize the mini lessons made available on i-Ready platform to provide additional access to reading foundations and to build reading comprehension skills.

The students in lower performing subgroups may struggle with reading fluency and reading comprehension. This can cause significant gaps in learning. Additional Tier 1 instruction support is needed for staff to ensure effective first instruction for all subgroups (including strategies that are research based to close gaps in learning). Homan will continue work in Cultural Proficiency and ensuring students in subgroups receive grade level appropriate work and support in closing learning gaps with a special lens on specific needs for



this year to the last assessment. 1 grade showed a 17% increase in performance, 2 grade a 15% increase and 3 grade an 8% increase. These results demonstrate students are moving closer to proficiency. iReady results also demonstrate growth in all grade levels (1 stayed the same) for an overall growth of 11%.

#### **SBAC ELA Distance from Level 3 (Students w/Disabilities)**

2018-19 SBAC Data shows -118.5 points distance from level 3 for the Students with Disabilities sub group in ELA performance. As a site, we focused on analyzing data by subgroup and designing intervention strategies to meet the needs of all students. As a result, Homan will continue to work with our Students with Disabilities sub group based on individual need and provide leveled support in both academics and SEL.

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

Math Actions: Homan focused on Tier 1 Instruction in Math throughout the year in PL and in classroom observations using tools such as the IPG. With 90 minutes of daily instruction in math (Tier 1 & 2), the site has had consistent growth in state assessments. In addition to the 90 minutes of Core Math, teachers scheduled and instructed at least 30 minutes of Tier 3 RTI for math based on the students level of need to close gaps. Additional improvement in scores correlate to a Fresno Regional Mini-PAC (Del Mar, Homan, Muir, Roeding), in which grade level teachers from all four schools meet to build for each Math chapter: one Common Summative Assessment, at least one Common Formative Assessment, assessing standard knowledge using IAB and FIAB assessments (grades 3-6 only), and then share data and provide each other feedback as to successful instructional moves. On SBAC, Homan grew .5% overall as compared to the previous year. According to the California Dashboard, Homan grew .12 in Math iReady assessment.

#### **SBAC Math Distance from Level 3 (Students w/Disabilities)**

2018-19 SBAC Data shows a -132.8 points distance from level 3 for the Students with Disabilities sub group in Math performance. As a site, we focused on analyzing data by subgroup and designing intervention strategies to meet the needs of all students. As a result, Homan will continue to work with our Students with Disabilities sub group students based on individual need and provide leveled support in both academics and SEL.

subgroups. Additionally, our African American and Students with Disabilities Subgroups have a higher % chronically absent rate, which leads to decreases in academic performance.

#### **SBAC ELA Distance from Level 3 (Students w/Disabilities)**

Homan Students with Disability subgroup has a status of "Very Low" scoring academically in ELA. Although there were significant increases in movement towards standard, this status is a major concern for our site. We are tackling this issue by focusing on good Tier 1 first instruction at grade level rigor in ELA and additional instruction based on the specific need of the student (Tier 2-3) to close gaps. Cultural proficiency work and building relationships with students will also support an increase in proficiency and a decrease in suspensions (absences from school). We will continue to disaggregate data and design interventions based on subgroup and individual student need. Our MTSS framework allows for us to plan and intervene individually based on the student's Academic and SEL needs. Additionally, progress monitoring of the students with disability sub group will take place quarterly with an emphasis on the review of RTI data.

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

According to our SBAC results, turnover in staff has made it difficult to truly evaluate PL and initiative effectiveness and may alter results from year to year. Other factors that affect disproportional results, lack of teachers in 2 key Sp Ed areas due to teachers not having the proper credentials. A robust RTI program, that focuses on timely intervention as opposed to referrals for testing needs to be implemented with fidelity by all staff with fidelity.

#### **SBAC Math Distance from Level 3 (Students w/Disabilities)**

Homan Students with Disability subgroup has a status of "Very Low" scoring academically in MATH. We are tackling this issue by focusing on good Tier 1 first instruction at grade level rigor in MATH and additional instruction based on the specific need of the student (Tier 2-3) to close gaps. Cultural proficiency work and building relationships with students will also support an increase in proficiency and a decrease in suspensions (absences from school). We will continue to disaggregate data and design interventions based on subgroup and individual student need. Our MTSS framework allows for us to plan and intervene individually based on the student's Academic and SEL needs.

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

ELARTI: In 2019-20, we budgeted monies to support the hiring of a CT 4 teaching fellows and a Kindergarten BIA specifically for the K-3 grade level intervention. Results from BAS data show positive growth in Reading levels of students. For 2019-20, we implemented T2 and T3 blocks of instruction. Teachers have scheduled instructional minutes that allow T2 and T3 instruction to occur daily in Math and ELA. During T2 and T3, teachers are teaching mini lessons, small group instruction, and computer time on iReady that target specific standards to close the gap. According to our iReady data, we are improving and showing areas of growth in several grade levels. Our site has been provided professional development learning in quarter 1 and 2 with iReady. We are also currently working as a MiniPac (Muir, Del Mar, Roeding) where teachers are provided additional resources and planning tools to increase cognitive planning. Teachers create and compare CSA's and CFA's quarterly with the Mini Pac grade level teachers. Our teachers review reports/data to plan T2 and T3 instructional blocks.

### **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.**

Teachers are utilizing iReady online platform to individualize reading instruction based off diagnostic results. Continue TNTP work with Leadership Team (LLT) and begin learning/PL in 2020-21 with all teaching staff. Continue Tier

Teachers are utilizing i-Ready online platform to individualize reading instruction, based on diagnostic results. Continue PL work with Leadership Team (LT) and begin teaming PL in 2020-21 with an additional 2 and 3 RTI support for students but revise quarterly based on data to ensure student needs are being met. Continue PL for staff on cognitive planning of instruction (build staff capacity) Teachers are using various forms of data to identify students' individual needs in reading Teachers are meeting with students to goal set for upcoming district diagnostics using multiple measures (such as: iReady data, CFA, and CSA data) Teachers will be provided grade-level instructional groupings from i-Ready online platform to better inform next steps in reading instruction, specifically during RTI time

**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.

<p><b>1</b> SSC:</p> <p>SSC gave feedback before writing SPSA in Feb. 2020 SSC</p>	<p><b>2</b> ELAC:</p> <p>ELAC review Data Feedback:</p>	<p><b>3</b> Staff:</p> <p>Staff shared interest/feedback for changes to 2020-21 SPSA via TEAMS PLC meetings March 2020</p>
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**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

**iReady:** This metric is used to provide teacher a data point to inform small group instructional opportunities. iReady data will be utilized to differentiate instruction during RTI.

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**

**BAS** will be progress monitored and collected: quarterly in Grades K-2 to monitor student learning and adjust instruction.

**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** will be used by 1-2 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**

**Essential Standards Data** to monitor student progress learning from CORE and RTI.

**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 focused on Grade level Essential Standards**

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

**FIAB/IAB Data** will be utilized by 3rd Grade teachers to monitor progress of CORE instruction and the impact on student learning. FIAB data will be used to form RTI groups

Owner(s):

Teachers  
TSA

Timeline:

Bi-annually

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

All students TIERS 1-2 and 3 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 with a focus on Students with Disabilities, 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/STARFALL
- 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

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

Specify enhanced services for low-performing student groups:

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.

Teacher will progress monitor data specifically for Students with Disabilities sub group in order to intervene in a timely manner during RTI.

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

Describe Professional Learning related to this action:

- 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

- 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
- Digital Components of Wonders
- IAB's for 3rd grade teachers
- Continue SEL Integration PL
- Planning Continued professional learning on reading standards and reading comprehension strategies to support the implementation of Wonders and Tier 1 instruction (including a focus on essential components).
- Cultural Proficiency PL
- PL in Designated and Integrated ELD
- Data Chats, data analysis, and goal setting will be used following District Formative Assessment and State Assessments

## Action 2

Title: Math Kindergarten - Sixth

### Action Details:

Homan will implement a comprehensive and balanced math instructional program with an emphasis on daily targeted Tier 1 Instruction and differentiated instruction. We will have a focus on students in grades K-6 to ensure all students advance one grade level or beyond per year in math proficiency.

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](#)

**Kindergarten Quarterly/CSA:** This metric is used to provided 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

Common Formative Assessments

CSA/IA/BIAB

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](#)

**iReady:** This metric is used to provided teacher a data point to inform small group instructional opportunities. iReady data will be utilized to differentiate instruction during RTI.

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

Teachers PLC

[Timeline:](#)

Trii-annually

[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

[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
- Tier 1-2: All students in grades 1-6 will participate in differentiated instruction to target specific math standards by student by need.
- Tier 1 and 2 supports will be provided by the classroom teacher, AC Team and Math TSA
- Tier 3 supports will be provided in an after school tutorial focused on math fluency and basic math skills to close academic gaps in mathematics by grade level and varied throughout the year to distribute support.
- Continued CCI cycle work in math with regional PAC(embedded learning) and differentiated learning by AC AC's creating CFU, CFA, and CSA's for all students
- MATH CORE Dis-aggregate CFA/CSA data to identify how the following significant subgroups are progressing (SPED, EL, African American, and foster youth)
- Staff responds to data with next steps and timely intervention based on data analysis.
- All students have opportunities for productive struggle and demonstrate perseverance in reasoning and problem solving using Go Deeper/Think Smarter type questions from GoMath or other resources.
- Materials including online resources, manipulative, as well as Math Fluency components and other common core resources, etc. as well as EngageNY where gaps are present
- Release time and substitutes for teachers to do peer observations, lesson studies, planning and attend SST/IEP meetings
- iReady instruction, assessment and computer time to support Tier 3 Teacher and student technology, hardware, and programs
- 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
- 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 developing language proficiency. Integrated language support throughout the instructional day.
- Goal Setting and Data Chats based on ELPAC results and EL Redesignation Goal Setting Reports
- Extra support with hands on concept building partner and group work will be provided as needed
- Integrated support throughout the instructional day
- Goal Setting and Goal Setting Data chats based on ELPAC results and EL redesignation Goal Setting reports
- EL team of Teachers and TSA will research Professional Learning on their own and provide PL to staff
- Extra support work with hands on concept building, partner and group work will be provided as needed
- Materials and Supplies for EL students

#### 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 and Students with Disabilities Based on the Data Dashboard, the Students with Disabilities 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.

Teachers will progress monitor learning around the students with disabilities sub group to ensure timely intervention to learning needs.

#### 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.
- 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/FIAB's and iReady data as guide to RTI planning

### Action 3

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 .

<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

###### iReady

This metric is used to provided teacher a data point to inform small group instructional opportunities. iReady data will be utilized to differentiate instruction during RTI.

##### Owner(s):

4th through 6th Grade Teachers

##### Timeline:

Quarterly

##### 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](#)

**IAB/FIAB**

will be utilized by 4-6 Grade teachers to monitor progress of CORE instruction and the impact on student learning. FIAB data will be used to form RTI groups

**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](#)

**IPGData** 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 \(curriculum and instruction\):](#)

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.

Unit backwards planning utilizing GVC, Common Core Companions, Coherence Maps, and other tools

Tier 1-2: Students will participate in differentiated instruction in Studentship by need based on identified Essential Standards.

Tier 1 and 2 supports will be provided daily by the classroom teacher and ACTeams

Tier 3: All students will participate in Tier 3 (at student level) differentiated instruction in reading to target specific reading skills/gaps with the support of Classroom Teachers and RSP. (RTI)

Tier 3 support will be provided by an RSP Teacher,

Continue CCI cycle work (embedded learning) and differentiated learning by AC AC's creating CFU, CFA, and CSA's for all students

Disaggregate CFA/CSA data to identify how the following significant subgroups are progressing (SPED, EL, African American, and foster youth)

Staff responds to data with next steps and timely intervention based on data analysis.

Materials to be utilized may include Wonders materials (ex Leveled Readers), Corrective Reading/Reading Mastery, iReady Materials, and Wonderworks, etc.

Release time and substitutes for teachers to do peer observations, lesson studies, planning and attend SST/IEP meetings Teacher and student technology, hardware and program Headphones needed for iReady and SBAC testing and classroom applications

Subs to release teachers to plan curriculum (Tier 1 instruction) Resources and Material/Supplies for instruction

- 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 STARFALL
- Technology software and hardware
- Wonder Works Tier 3 Intensive

- Incentives for Growth
- Copier Lease and supplies

#### 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

#### 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. 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.

Teacher will progress monitor data specifically for Students with Disabilities sub group in order to intervene in a timely manner during RTI.

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

- Continue CCI Cycle Work with Regional PAC Focus: Tenets of Learning by Doing
- All Teacher will learn to Cognitively plan ELA weekly instruction as supported by TNTP
- 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 he the implementation of Wonders and Tier 1 instruction including instruction on essential components
- PL in Writing Resources
- Conference by Solution Tree
- ELA IAB's/FIAB's 3rd Grade
- 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
- Digital Components of Wonders
- IAB's for 3rd grade teachers
- Continue SEL Integration PL
- Planning Continued professional learning on reading standards and reading comprehension strategies to support the implementation of Wonders and Tier 1 instruction (including a focus on essential components).
- Cultural Proficiency PL
- PL in Designated and Integrated ELD

- Data Chats, data analysis, and goal setting will be used following District Formative Assessment and State Assessments

## 2020-2021 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			teacher subs for planning	6,066.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Applies to all actions in Goal 1 and Goal 4 A-Z reading intervention program materials & supplies- **No food items or Incentives**	8,517.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	3,000.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : CA Teaching Fellows Foundation teaching fellows reading intervention ELA	40,882.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.3000	over sees teaching fellows	28,634.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Hmong	0.3750	works in Kinder	12,261.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	2,000.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000	Split funded - Fremont - 0.50 FTE G1A2 / Homan - 0.50 FTE G1A2 Math Coaching	59,511.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Teacher subs for planning quarterly per grade Mini Pac	15,301.00
G1A2	LCFF: EL	Instruction	Mat & Supp			materials and supplies	621.00
G1A2	LCFF: EL	Parent Participation	Mat & Supp			Intervention for EL program	500.00
G1A3	Sup & Conc	Instruction	Mat & Supp			school wide materials and supplies	61,037.00
G1A3	Sup & Conc	Instruction	Off Eq Lease			copier lease	5,000.00
G1A3	Sup & Conc	Instruction	Direct-Maint			Tech repairs	500.00

**\$243,830.00**

**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	98.03 %	97.452 %	2018-2019	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.

**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**

Homan has high levels of participation due to great number of Goal 2 activities and use of school wide tracking forms..

School wide tracking forms for Goal 2 activities allowed for number of participating students to be captured and entered on a regular basis.

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

**Goal 2 Participation Rate**

Teachers had to be provided PL by principal to set expectations that 100 percent of students should attend Goal 2 experiences.

Expectations were set that to use the procedure of student participation tracking forms.

There is no evidence of any disproportionality of involvement of any student groups.

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

The was no difference, The plan with procedures was implemented to increase participation and the outcome was positive.

**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.

Based on the analysis.

Procedures for student tracking forms will be added to the Homan Staff Handbook for reference and collective understanding

Homan climate & culture team will devise a plan to increase/differentiate student participation in monthly Fun Works activities.

**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:

SSC gave feedback before writing SPSA in Feb. 2020 SSC

**2** ELAC:

ELAC review Data Feedback:

**3** Staff:

ILT and PLC TEAMS meetings for feedback/data share and input March 2020

**Action 1**

**Title:** Student Involved in Goal 2 Activity

Action Details:

- 2. 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 Cal Data Dashboard**

**Data from Homan Student tracking and participation form**

Owner(s):

Teachers  
TSA  
Vice Principal

Timeline:

Annually

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

Homan currently offers clubs and plans to increase the number of clubs available as instructors are available. The CCT Team will examine Multi-Tiered Support System and provide individualized assistance to students, track progress, and seek additional supports as needed. Assign case managers for Tier 3 students. Disaggregate Goal 2 participation data to identify how the following significant sub-groups are progressing (SPED, EL, African American, and foster youth), with a focus on Students with Disabilities sub group. Staff responds to data with next steps and timely intervention based on data analysis. Continue Family events such as Family Fun Night, etc. Add additional family events for 2020-21 school year based on parent input/feedback Saturday Academy enrichment opportunities for students RCA assist in coordination of arts, activities, etc. Assemblies, guest artists, and musicians maybe contracted Supplemental Contracts for Teachers and Classified Staff to organize and instruct groups for students (including sports, social emotional and academic). Materials/supplies for family events, security, clubs, activities, and sports will be purchased.

- 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
- Counseling Through Family Foundations

#### Specify enhanced services for EL students:

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

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

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- 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
- Parents will be encouraged to help volunteer for clubs through our parent involvements groups Family events such as parent coffees, school carnivals and assemblies will highlight school clubs.
- Staff will work with families to increase parent support for school activities Back to School Night/Open House Parent coffee hours Parent conferences in October
- Parent University
- Parent Handbook Parent Flyer
- Parent Club School Messenger weekly phone calls Parent Newsletter
- Family Nights
- Quarterly Awards Assemblies
- EduText
- Provide Babysitting and Translating for Parent Meetings as Needed
- Home School Liaison
- Student Success Team Meetings (SST)
- Tiered Support Team Meetings (TST)
- Share quarterly data during parent learning,
- SSC and ELAC

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

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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

Progress Monitoring will take place to focus on Students with Disabilities sub group

The HSL and TSA will be utilized for progress monitoring for Students with disability participation

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

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

## 2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0225 Homan Elementary (Locked)

### G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Mat & Supp			: Supplies and materials for all Goal 2 activities	2,357.00

**\$2,357.00**



**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 %	93.269 %	2018-2019	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>Homan has high levels of participation due to use of the HLS in parent notification.</p> <p>Parents were contacted with phone calls and letters from teachers to build knowledge of Exposure to Careers experiences and benefits</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>Teachers had to be provided PL by principal to set expectations that 100 percent of students should attend Career experiences.</p> <p>Expectations were set that to use the procedure of HSL parent contact in Spanish to explain the benefits of the experience to parents.</p> <p>It was determined that many of our students with English as a second language need the added step of parent contact to alleviate parents fears of students boarding a bus to an off campus experience..</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.

The was no difference, The plan with procedures was implemented to increase participation and the outcome was positive.

**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.

Based on the analysis.

Procedures will be added to the Homan Staff Handbook for reference and collective understanding

A participation Form will be used through out the process to capture parent contact with participation as an added step to reduce any inequities.

**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:

SSC Data Share Feb. 2010

**2** ELAC:

ELAC Data Share 2020

**3** Staff:

ILT and PLC TEAMS meetings for feedback/data share and input  
March 2020

**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**

**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

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

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.

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	19.829 %	20.238 %	2018-2019	18.238 %
Suspensions Per 100	11.686 %	7.736 %	2018-2019	6.736 %
Chronic Absenteeism (Students with Disabilities)		26.9 %	2018-2019	24.9 %
Suspension Rate (Students w/Disabilities)		9.3 %	2018-2019	6.3 %

**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**

Homan has developed Tiered layers of support for absenteeism:

Actions:

- Principal messages in Parent Handbook/SSC/Elac
- Principal messages in Weekly Letter
- Classroom Teacher Chart
- Classroom Teacher notifies parent
- Classroom Teacher notifies HSL
- Quarterly Awards for Perfect Attendance
- Saturday Academy Attendance recovery
- RCA/ HSL check ins with students who arrive to school chronically late
- CWAS Conferences and develops action plans with parents of students who are chronically absent.
- Overall effectiveness will improve by quarterly prioress monitoring.

**Chronic Absenteeism (Students with Disabilities)**

Students with Disability sub group benefit from the current actions described above.

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

**Chronic Absenteeism**

There are no identified resource inequities.

Key Factors: Parents who do not adhere to the 3 tardies = and absent rule, despite multiple opportunities to remedy

New Teacher tracking of students who are chronically late for school and seek intervention.

CWAS focus on Chronic Absenteeism, needs to include students identified who are in the echelon above.

**Chronic Absenteeism (Students with Disabilities)**

There are no identified resource inequities.

Key Factors: It has been determined that Students with Disabilities attend Doctor and counseling appointments that contribute to them being marked late for school.

3 tardies = an absence. Additionally, it was determined that some Students in the Homan SDC are also Foster students, Students often display difficult behavior with foster parent to enter school, despite RCA, HSL and CWAS intervention.

**Suspension Rate (Students w/Disabilities)**

There are no identified resource inequities

Key Factors:: Level 1 and 2 Behavior Support plans that need to be implemented with fidelity.

Consistent Implementation of MTSS supports

Based on the data analysis that demonstrates Students with Disabilities are chronically absent more than other sub groups, progress monitoring will be implemented by student by need.

Quarterly data chats will include Chronic Absenteeism data and Academic data..

**Suspension Rate (Students w/Disabilities)**

Homan has greatly lowed the suspension rate of Students with Disabilities by use of MTSS structures and PL provided to new teachers that focused on Tier 1-2 strategies.

Further intervention strategies are provided by the School Psychologist to prevent and reduce behaviors that interfere with learning.

**Suspensions Per 100**

Homan has greatly lowed the suspension rate of Students with Disabilities by use of MTSS structures and PL provided to new teachers that focused on Tier 1-2 strategies.

Further intervention strategies are provided by the School Psychologist to prevent and reduce behaviors that interfere with learning.

**Suspensions Per 100**

There are no identified resource inequities.

Key Factors: Level 1 and 2 Behavior Support plans that need to be implemented with fidelity.

Consistent implementation of MTSS supports.

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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.

There are NO identified difference in the intended and actual implementation of actions and budget.

It was identified that the RCA position gave daily support to identified Tier 3 students

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**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.

As a result of the analysis from steps 1 and 2.

Actions:

Data chats will include academic metrics as well as chronic absenteeism and suspension metrics.

A focus on the students with disabilities sub group will be monitored by the MTSS tea. Monitoring actions will include: Chronic Absenteeism data and suspension data.

All Tiered supports will continue to be implemented with fidelity and consistency.

The CWAS will report data to teachers and principal quarterly.

The MTSS team will provided PL when needs are determined to support new teachers with intervention strategies.

**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:

SSC data review Feb. 2020

**2** ELAC:

ELAC data review Feb 2020

**3** Staff:

Homan Staff SPSA input and Data review PLC TEAMS meetings  
March 2020

### 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.

Implementation of Homan Tiered system of supports under MTSS guidelines

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 and RCA

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

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

Increase greater levels of parent engagement through Parent University  
Parent Education provided by VP at ELAC and SSC  
Hold SST meetings for students with academic, behavior, and attendance concerns.  
Parent education provided by 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.

Describe Professional Learning related to this action:

Quarterly Data Review of Chronic Absenteeism with a focus on sub group data  
MTSS Tiered System of Interventions utilizing MTSS TEAM and CCT  
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.

**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

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):

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- 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:

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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:

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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):

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- 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:

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- 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
- Tough Kids Training/CHAMPS/Classroom Management Plan
- MTSS Tier 1 Instructional support



## 2020-2021 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	** HSL duties from Title I cannot be used for translation of mandatory items such as ELAC and IEP **	21,247.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			mileage HSL	300.00
G4A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundation counseling Services	28,000.00
G4A2	Sup & Conc	Instruction	Travel			travel conferences PL	11,324.00
G4A2	Sup & Conc	Instruction	Direct-Graph			graphics for school wide posters CHAMPS and positives incentives	100.00
G4A2	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : FUN Works School Wide positive social emotional incentives	4,692.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		15,011.00
G4A2	LCFF: EL	Parent Participation	Oth Cls-Supp			Parent participation	942.00

**\$81,616.00**

## 2020-2021 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			teacher subs for planning	6,066.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Applies to all actions in Goal 1 and Goal 4 A-Z reading intervention program materials & supplies- **No food items or Incentives**	8,517.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	3,000.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : CA Teaching Fellows Foundation teaching fellows reading intervention ELA	40,882.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.3000	over sees teaching fellows	28,634.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Hmong	0.3750	works in Kinder	12,261.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	2,000.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000	Split funded - Fremont - 0.50 FTE G1A2 / Homan - 0.50 FTE G1A2 Math Coaching	59,511.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Teacher subs for planning quarterly per grade Mini Pac	15,301.00
G1A2	LCFF: EL	Instruction	Mat & Supp			materials and supplies	621.00
G1A2	LCFF: EL	Parent Participation	Mat & Supp			Intervention for EL program	500.00
G1A3	Sup & Conc	Instruction	Mat & Supp			school wide materials and supplies	61,037.00
G1A3	Sup & Conc	Instruction	Off Eq Lease			copier lease	5,000.00
G1A3	Sup & Conc	Instruction	Direct-Maint			Tech repairs	500.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Supplies and materials for all Goal 2 activities	2,357.00
G4A1	Title 1 Basic	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	** HSL duties from Title I cannot be used for translation of mandatory items such as ELAC and IEP **	21,247.00
G4A1	Title 1 Basic	Attendance & Social Work Services	Local Mileage			mileage HSL	300.00
G4A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundation counseling Services	28,000.00
G4A2	Sup & Conc	Instruction	Travel			travel conferences PL	11,324.00
G4A2	Sup & Conc	Instruction	Direct-Graph			graphics for school wide posters CHAMPS and positives incentives	100.00
G4A2	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : FUN Works School Wide positive social emotional incentives	4,692.00
G4A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		15,011.00
G4A2	LCFF: EL	Parent Participation	Oth Cls-Supp			Parent participation	942.00

\$327,803.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$64,130.00
Sup & Conc	7090	\$218,715.00
LCFF: EL	7091	\$44,958.00
<b>Grand Total</b>		<b>\$327,803.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$243,830.00
G2 - All students will engage in arts, activities, and athletics	\$2,357.00
G4 - All students will stay in school on target to graduate	\$81,616.00
<b>Grand Total</b>	<b>\$327,803.00</b>