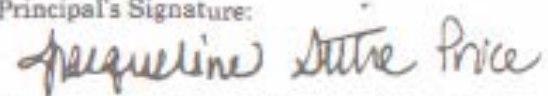


Homan Elementary

10621660006290

Principal's Name: Jackie Sittre-Price

Principal's Signature:

Handwritten signature of Jacqueline Sittre Price in cursive.

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

Title I SWP

Additional Targeted Support and Improvement

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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

Consolidated Program Assurances



<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school’s English Learners’ Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant 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

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Jackie Sittre-Price	X				
2. Chairperson -Jessica Castaneda			X		
3. Blanca Ledesma		X			
4. Emily Wiebe		X			
5. Jennifer De La Cerda		X			
6. Tamara Thompson				X	
7. Martha Acevedo				X	
8. Zoua Thoa				X	
9. Maria Zurita				X	
10. Librada Morales				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" 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		4/8/21
SSC Chairperson	Jessica Castaneda		4/8/21

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 2021/22

Homan - 0225

ON-SITE ALLOCATION

3010	Title I	\$64,975 *
7090	LCFF Supplemental & Concentration	\$216,711
7091	LCFF for English Learners	\$45,360
7099	School Opening Support <i>(New! One-time funds)</i>	\$24,477
TOTAL 2021/22 ON-SITE ALLOCATION		\$351,523

* 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	\$1,695
	Remaining Title I funds are at the discretion of the School Site Council	\$63,280
	Total Title I Allocation	\$64,975

Homan Elementary 2021-2022 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
I-Ready ELAD2 On Level		31.37 %	2020-2021	38.37 %
I-Ready Math D2 On Level		22.3 %	2020-2021	29.3 %
I-Ready ELAD2 On Level (Students With Disabilities)		12.5 %	2020-2021	19.5 %
I-Ready Math D2 On Level (Students With Disabilities)		6.56 %	2020-2021	13.56 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

I-Ready ELA D2 On Level

Homan focus was on Tier 1 instruction through professional learning and the PLC process. In addition, the past 4 years, Homan has collaborated with 4 schools, Del Mar, Roeding and Muir (Mini Pac) in cycles of cognitive planning Plan, Do, Study, Act. There will be a continued focus on the work of the PLC teams in support of the school wide RTI block using student data to identify students needs. Progress monitoring will be used around essential standard data to goal set, intervene and partner with parents in instructional needs of students. Tiered levels of support will be used to provide intervention for students to master grade level content and in closing the gap of students reading on grade level..

Based on a review of the Fall and Winter diagnostic growth report, there was growth in all grade levels, however it is difficult to determine if data is reliable and valid as students took tests from home.

i-Ready ELA Data

Results	Fall	Winter	Growth
Kindergarten	74%	76%	2%

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

I-Ready ELA D2 On Level

Due to the pandemic, both decreased instructional minutes and technology issues impacted learning... In addition, almost all professional learning shifted from content professional learning to training for distance learning, simultaneous, and hybrid instruction

I-Ready ELA D2 On Level (Students With Disabilities)

The Students with Disability group is the lowest performing group.

However the plan we had in place to support the team was not fully implemented due to the pandemic and the need for supports with online and simultaneous teaching.

I-Ready Math D2 On Level

Due to the pandemic, both decreased instructional minutes and technology issues impacted learning... In addition, almost all professional learning shifted from content professional learning to training for distance learning, simultaneous, and hybrid instruction

I-Ready Math D2 On Level (Students With Disabilities)

Grade 1	32%	38%	6%
Grade 2	22%	30%	8%
Grade 3	30%	36%	6%
Grade 4	12%	14%	2%
Grade 5	13%	14%	1%
Grade 6	16%	24%	8%

I-Ready ELA D2 On Level (Students With Disabilities)

Teachers are using FUSD adopted CORE to plan with their mini pac, and PLC to design lessons and use assessments to differentiate instruction.

I-Ready Math D2 On Level

Homan focus was on Tier 1 instruction through professional learning and the PLC process. In addition, the past 4 years, Homan has collaborated with 4 schools, Del Mar, Roeding and Muir (Mini Pac) in cycles of cognitive planning Plan, Do, Study, Act. There will be a continued focus on the work of the PLC teams in support of the school wide RTI block using student data to identify students needs. Progress monitoring will be used around essential standard data to goal set, intervene and partner with parents in instructional needs of students. Tiered levels of support will be used to provide intervention for students to master grade level content.

Based on a review of the Fall and Winter diagnostic growth report, there was growth in all grade levels, however it is difficult to determine if data is reliable and valid as students took tests from home.

It will be essential for grade levels to focus on collaborative PLC planning of core instruction using CFA's , FIAB's and IAB's.

Grade levels reported the schedule that was bargained did not allow for adequate instructional or RTI as in year prior to pandemic. Continued planning with the collaborative Math mini pac will enable teachers to learn content and instructional design aligned to the rigor of the standard.,.

i-Ready Math Data

Results	Fall	Winter	Growth
Kindergarten	65%	69%	4%
Grade 1	20%	23%	3%
Grade 2	16%	23%	7%
Grade 3	7%	9%	1%
Grade 4	7%	13%	6%
Grade 5	7%	12%	5%
Grade 6	13%	15%	2%

The Students with Disability group is the lowest performing group.

However the plan we had in place to support the students was not fully implemented due to the pandemic and the need for supports with online and simultaneous teaching.

There were no identified resource inequities, but there was less instructional time due to the pandemic..

I-Ready Math D2 On Level (Students With Disabilities)

Teachers are using FUSD adopted CORE to plan with their mini pac, and PLC to design lessons and use assessments to differentiate instruction.

After a review of the actions outlined in the current SPSA, analysis determined that goals were not met due to students not able to benefit from the full implementation of the SPSA due to COVID. All student groups were affected by this issue.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

The major differences between the intended and actual implementation of the current SPSA budget and actions was the loss of learning time due to effects of the pandemic. Schedule with less time for learning, technology and attendance are all variables that impacted implementation, teaching and student learning.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

As a result of the analysis from steps 1 and 2, there will be the following changes made for next year to the SPSA

- The goal will be full implementation of the SPSA FUSD instructional schedule permitting
- Full Implementation of Levels of behavior
- Full Implementation of Tiered support for Attendance and any disproportional groups
- Full implementation of RTI model called out in SPSA
- Addition of 1 FTE provided by FUSD, to close the learning gap in first grade
- SpEd Teachers receive Professional Learning in Universal Design for Learning and SEL to support students
- Teachers will continue to develop efficacy in the area of Cultural Proficiency through professional learning around Culturally Proficient Practices, Multilingual Experiences and Social Action
- Increasing recruitment and retention of our staff to reflect the diversity of our Homan community by creating a safe and inclusive climate that promotes relationships, collaboration, diversity and our values.

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 provided input and feedback including:
Technology needs to support students

2 ELAC:

ELAC reviewed in March 2021
Feedback included:

3 Staff:

Staff Feedback included:
To fully implement the intended SPSA including supports for

Students will need Certificated Tutor and Teaching Fellows to support 3 Tiered RTI model
Students will need support with basic skills through the purchase of Reflex Math

Technology is needed to support student learning
Home School Liaison to support families with communication
Tutoring after school

mitigating learning loss
ILT, CCT and PLCs
TSA
SEL Supports - RCA, Family Foundations
Technology
CT
Teaching Fellows

Action 1

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

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

Teachers
Certificated Tutor
TSA
ILT

[Timeline:](#)

Kindergarten- Quarterly
First - Quarterly
Second - Quarterly

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

BPST and Phonics Survey 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
ILT

[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

June 2021: Data Meeting with PLC's to determine optimal progress monitoring tools for the following grade level spans:

Kindergarten

First and Second Grades

Third through 6th Grades

SpEd Team

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

ILT

[Timeline:](#)

Quarterly PAC

Teachers Daily Weekly

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

FIAB/IB 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

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

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
- Teacher release time (subs)
- 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
- Additional FTE will be added by FUSD to support 1st graders reading by Third Grade

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.

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:	<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

Kindergarten Quarterly/CSA: This metric is used to provided teacher a data point to inform small group instructional opportunities.

Owner(s):

Teachers
TSA
ILT

Timeline:

Quarterly

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

CCI Cycle Data

June 2021: Data Meeting with PLC's to determine optimal progress monitoring tools for the following grade level spans:

Kindergarten

First and Second Grades

Third through 6th Grades

SpEd Team

CFU

Common Formative Assessments

CSA/IAB/FIAB

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

ILT

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 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:

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

ILT

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. Additionally, Homan 5th and 6th Grade teachers will be involved in FUSD professional learning focused on Math Lesson Design. MLD

- 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 an 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

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.

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 .

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):

4th through 6th Grade Teachers

ILT

Timeline:

Quarterly

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

CCI Cycle Data

June 2021: Data Meeting with PLC's to determine optimal progress monitoring tools for the following grade level spans:

Kindergarten

First and Second Grades

Third through 6th Grades

SpEd Team

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)

ILT

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

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):

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 - TNTP
- 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

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

- EL team of Teachers will research Professional Learning on their own and provided PL to staff
- Monies for EL Assessors

timely manner during RTI.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0225 Homan Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Teacher Subs - No IEPs	8,199.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies - No Food, No Incentives	479.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher subs for planning/mini PAC	11,710.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Books and Reference	500.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Reading Intervention K-3	83,583.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.3000	RTI manager/student ELA support	29,260.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	2,394.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies	10,536.00
G1A1	One-Time School	Instruction	Mat & Supp			: Materials and supplies	24,477.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000	Split funded: Fremont - 0.50 FTE Math Coaching / 0.50 FTE Homan	61,592.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Certificated Supplemental Contracts	2,394.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and supplies	18,788.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology	5,000.00
G1A2	Sup & Conc	Instruction	Travel			Travel: Conferences/PL	5,000.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Tech Repair	1,000.00
G1A3	Title 1 Basic	Instruction	Cons Svc/Oth			TNTP : - to support instruction in ELA	5,000.00
G1A3	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	5,000.00

\$274,912.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	92 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student-centered real world learning experience - Site Defined

Most Homan students are engaged in school based activities through participation in sports, music and clubs. School wide tracking forms for sports and clubs 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 as it relates to this goal.

Student-centered real world learning experience - Site Defined

Real world learning experiences sometimes require parent permission and some students are not allowed to participate because of this. Because some parents do not understand the outcome of an experience or do not get the opportunity to travel, they can experience anxiety and reluctance to allow their child to attend real-world learning experiences.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

All in-person field trips were cancelled due to the COVID-19 pandemic restrictions. All sports and in-person clubs were cancelled, so contracts were not funded. In addition, supplemental contracts were not funded.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Goal: Expose all Homan students to real-world learning experiences by offering multiple opportunities for them to participate in sports, music, clubs and real-world learning experiences throughout the 2021-22 school year.

- We will continue to provide real-world learning experiences through field trips
- Teachers will continue to develop efficacy in the area of Cultural Proficiency through professional learning around Culturally Proficient Practices, Multilingual Experiences and Social Action
- Increasing recruitment and retention of our staff to reflect the diversity of our Homan community by creating a safe and inclusive climate that promotes relationships, collaboration diversity and our values.

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 provided input and feedback
Technology

2 ELAC:

ELAC reviewed in March 2021
Technology
HSL
Tutoring after school

3 Staff:

ILT, CCT and PLCs
TSA
SEL Supports - RCA, Family Foundations
Technology
CT
Teaching Fellows

Action 1

Title: Student Involved in sports, music and clubs

[Action Details:](#)

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

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 Entry will increase and be tracked by sub group information to decrease disproportionality between students

Owner(s):

Teachers
PLC
TSA
CCT/ILT

Timeline:

Quarterly

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

Student engagement 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
CCT/ILT

Timeline:

Quarterly

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

Data from Homan Student tracking and participation form

Owner(s):

Teachers
TSA
Vice Principal
CCT/ILT

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 student engagement 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, Jogathon, etc. Add additional family events for 2021-22 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:

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

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

Action 2

Title: Exposure to Career Technical Education

Action Details:

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

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

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

Student Engagement Tool

Review of Student Attendance Participation

Owner(s):

Teachers

PLC

HSL

TSA

Vice Principal

CCT/ILT

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

CCT/ILT

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
- Fun Works
- Growth Mindset and Self Efficacy Instruction
- Counseling through Family Foundation and/or RCA social groups
- Extra Pay Contracts for coordinators

[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 effected due to chronic absenteeism as well as the students identified as

homeless. Enhanced services can include Intervention Specialist can reach out to parents at targeted grade levels and message opportunities for students.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0225 Homan Elementary (Locked)

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Direct-Graph			Graphics	1,000.00

\$1,000.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		32.23 %	2020-2021	30.23 %
Suspensions students with 1 or more		0 %	2020-2021	0 %
Chronic Absenteeism (Students with Disabilities)		33.33 %	2020-2021	31.33 %
Suspensions students with 1 or more (Students With Disabilities)		0 %	2020-2021	0 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

Homan serves many students who are affected by trauma, homelessness and live in foster homes. Our Family Foundations counselor and RCA have worked to support many of the students and their diverse needs.

Chronic Absenteeism (Students with Disabilities)

This year we had several students in the Students with Disabilities sub group with medical and emotional needs. Beyond what the school can support. Other agencies were involved in the support of the students, but the referral process and counseling needs resulted in missed days of instructional.

Suspensions students with 1 or more

Due to the online learning format utilized this academic year, there were 0 suspensions at Homan.

Suspensions students with 1 or more (Students With Disabilities)

Due to the online learning format utilized this academic year, there were 0 suspensions at Homan.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Chronic Absenteeism

Due to the pandemic and lack of internet, technology or technology navigation, students missed instruction at higher rates than prior years.

Chronic Absenteeism (Students with Disabilities)

Due to the pandemic and lack of internet, technology or technology navigation, students missed instruction at higher rates than prior years.

Suspensions students with 1 or more

Due to the online learning format utilized this academic year, there were 0 suspensions at Homan.

Suspensions students with 1 or more (Students With Disabilities)

Due to the online learning format utilized this academic year, there were 0 suspensions at Homan.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

The major changes between the intended and the actual implementation was the changes brought by access to internet and technology due to the online learning format.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

As a result of the analysis of steps 1 and 2 changes that will be made to current plan are"

All Homan students will start the academic year with appropriate working tech to provide access to core instruction, currently FUSD FLATS center is located on the Homan campus which remedies access to working technology

Professional learning and implementation around attendance Tier 1 support

Professional Learning around GVC Second Step

.Professional learning an implementation around Levels of behavior and strategies

- Teachers will continue to develop efficacy in the area of Cultural Proficiency through professional learning around Culturally Proficient Practices, Multilingual Experiences and Social Action
- Increasing recruitment and retention of our staff to reflect the diversity of our Homan community by creating a safe and inclusive climate that promotes relationships, collaboration diversity and our values.

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:

Feedback: Implement SPSA fully as intended

2 ELAC:

Feedback: Implement SPSA as intended with student incentives

3 Staff:

Feedback: Incentives in SPSA should continue to be funded in order to support student attendance and behavior

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

CCT/ILT

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

Specify enhanced services for low-performing student groups:

Intervention Specialist will directly work with identified students on :

Communication to parents - HSL mileage/extra time

Incentives

Daily check in with students to connect their attendance to increased student learning.

Action 2

Title: Positive Behavior Support

Action Details:

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

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

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

Quarterly Student Referral Data ATLAS

Owner(s):

Teachers
Culture Climate Team

Timeline:

Quarterly

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

Suspension Data

Owner(s):

Teachers
Culture Climate Team

Timeline:

Quarterly

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

Suspension Reports

ATLAS

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

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0225 Homan Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	HSL/Parent Involvement - May not be used for translation for IEPs/ELAC	21,737.00
G3A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			HSL Mileage	300.00
G3A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundations: Counseling Services	29,260.00
G3A2	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Positive Behavior Supports	5,000.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	Positive Behavior Supports/SEL	16,144.00

\$72,441.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Staff Survey– Overall Positive in Belonging Domain		72.97 %	2019-2020	72.97 %
Staff Goal - Site Defined		0 %	2020-2021	77.97 %

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>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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.</p>	<p>2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.</p>
<p>Staff Goal - Site Defined</p> <p>Current Identified actions in SPSA were difficult to implement due to the pandemic status and subsequent distance learning format.</p> <p>Staff Survey – Overall Positive in Belonging Domain</p> <p>The expected outcomes for this metric were impacted from the pandemic and subsequent Professional Learning and PLC schedules bargained by FUSD and FTA.</p> <p>Actions identified in SPSA were not fully implemented as intended due to distance teaching and learning status.</p>	<p>Staff Goal - Site Defined</p> <p>After analysis, there were no identified resource inequities found that contributed to disproportionality to students groups as it relates to this goal.</p> <p>A finding is that the impacts of the pandemic on staff and students was varied despite interventions by school site.</p> <p>Staff Survey – Overall Positive in Belonging Domain</p> <p>Homan Elementary will increase 5 percent in the metrics aligned to the Staff Survey: Overall Positive in Belonging Domain based on full implementation of SPSA actions.</p>

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

The major difference differences between the intended and actual implementation of actions and budget expenditure to meet the goal were limitations imposed by pandemic and remote learning. Limitations on time and space which included new schedules regarding staff meetings and PL's were vastly different from previous years. PL and PLC are the structures by which we collaborate, build community around common supports for students, and implement staff connections and celebrations..

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Changes that will be made for the 2021-2022 to achieve this goal are:

Increased involvement in staff team building activities

Increased opportunities for staff voice through ILT and CCT

Increased learning in Cultural Proficiency

Teachers will continue to develop efficacy in the area of Cultural Proficiency through professional learning around Culturally Proficient Practices, Multilingual Experiences and Social Action

Increasing recruitment and retention of our staff to reflect the diversity of our Homan community by creating a safe and inclusive climate that promotes relationships, collaboration diversity and our values.

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:

Feedback: Continue to engage staff with survey and recognize staff members

2 ELAC:

Feedback: Potlucks from ELAC

3 Staff:

Implement plan this academic year

Action 1

Title: Staff Engagement

[Action Details:](#)

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

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

FUSD Staff Survey

- ILT and CCT teams will offer opportunities to include staff voice in decision making.
- Cultural Proficiency training will continue
- Professional learning opportunities to help build teacher capacity
- "Teacher/Staff of the Month" both teachers and classified staff will choose a member to highlight each month. Their picture will be taken and posted and they will receive a banner to hang in their classroom/workspace. The following month they will choose the next person.
- Contracts for staff support committees
- Sunshine club to organize monthly activities such as potlucks, paint night, game night, etc.
- Family Foundations to provide professional learning to support staff mental health
- Staff appreciation meals and activities
- Incentives including t-shirts, sweatshirts, and materials/supplies
- "Check Ins" with staff members
- Contracts for team building

Owner(s):

Principal

Timeline:

Winter 2022

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- **Student Academics: Teacher at Homan, will be administered a survey in Spring 2021 to identify any additional resources or materials and supplies they will need to support student learning.**
- **Student Centered and Real-World Learning: Teacher at Homan, will be administered a survey in Spring 2021 to identify any additional resources or materials and supplies they will need to support student learning in relation to student centered real- world contexts.**
- **Student Engagement: Teacher at Homan, will be administered a survey in Spring 2021 to identify any additional resources or materials and supplies they will need to support student learning in relation to student engagement in the learning environment.**
- **The Homan Climate Culture Team and ILT will review survey results and make recommendations for any resources, professional learning and supports to staff and students.**
-

Specify Professional Development or Staff Services to support EL students:

- Cultural Proficiency Training
- Analysis and Review of ELPAC data and aligned student supports
- PL focused on intergraded ELD using core

Specify Professional Development or Staff Services to support low-performing student groups:

Cultural Proficiency Training
Semester Data Review and Progress Monitoring of Students
Identify action steps/ instructional supports as a result of data review

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Parent Survey - Respected and welcomed		95.32 %	2019-2020	100 %
Family Goal - Site Defined		0 %	2020-2021	8 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined

Current Reality: Due to Covid 19, in-person events were cancelled. Virtual events such as Principal chats, SSC, ELAC were not well attended.

Parent Survey - Respected and welcomed

A Jogathon and Family Fun Night were planned for the 2020-21 school year but were not carried out due to distance learning. Survey data from the previous school year reflects in-person events.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Family Goal - Site Defined

Technology, limited internet access, limited devices were all barriers for parents to engage in online meetings and committees.

Parent Survey - Respected and welcomed

Technology, limited internet access, limited devices were all barriers for parents to engage in online meetings and committees.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

During the 2020-21 school year, all in-person activities were cancelled due to COVID-19. We were unable to host the planned and budgeted events. Any expenditures that were set aside for these events were transferred to materials and supplies for distance learning.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

During 2021-22 school year, increase two way communication and engagement opportunities for families. We will host six family events. These events will potentially be planned outside for physical distancing as health guidelines deem necessary. Contingency planned for in case the events need to be virtual. ACTION 1

Parent Survey Goal: To increase parent participation in school committees by at least 10%, improving parent voice in decision making will promote cultural diversity for school sites. It will also increase parents feeling welcomed and respected. We will actively recruit and encourage parents to join SSC and ELAC. Incentives for attendance will be promoted and supplied.

Teachers will continue to develop efficacy in the area of Cultural Proficiency through professional learning around Culturally Proficient Practices, Multilingual Experiences and Social Action

Increasing recruitment and retention of our staff to reflect the diversity of our Homan community by creating a safe and inclusive climate that promotes relationships, collaboration diversity and our values.

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:

Family Fun Night
Jogathon
Back to School Night/Open House
Awards' Ceremonies

2 ELAC:

Attendees requested the return of Jogathon and Family Fun Night

3 Staff:

Staff supports the five parent opportunities for engagement

Action 1

Title: Family Engagement

[Action Details:](#)

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

- Jogathon
- Family Fun Night
- Back to School
- Open House
- Awards' Ceremonies
- Spring Program

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

Planning Documents/event committees
Master Calendar
Spending of budgeted funds

Owner(s):

Admin/TSA
HSL
Committee members (staff)
Parent volunteers

Timeline:

- Committees to be determined by the end of the 2020-21 school year
- Events to be placed on the master calendar by the end of the 2020-21 school year
- Committees to meet six weeks prior to each event
- Allocated funds to be spent by May, 2022

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- SSC/ELAC to provide input
- Materials and Supplies
- Supplemental contracts for committee members
- Contract for FunWorks and Jitters
- Photo Services
- Contracts for Translators
- Incentives

Specify Direct Service and Opportunities for parents and families to support EL students:

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

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

Events to be low cost or no cost with the exception of vendor items.

Action 2

Title: Parent Involvement

Action Details:

Promote, solicit and retain parents for SSC and ELAC.

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

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

Attendance Sign Ins for each meeting
Parent contact data from HSL (promoting and retaining)
FUSD Parent Survey

Owner(s):

Admin
HSL
Parent University

Timeline:

Promoting and soliciting parents for SSC and ELAC by the end of the 2020-21 school year. HSL to reach out to at least 20 new parents per month throughout the 2021-22 school year.

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- **Student Academics/Student Centered:** Parents to become more actively involved in their students' education. This will enable them to give input during shared decision making that will reflect the diverse needs of our student population. They will be better equipped to support their student.
- **Student Engagement:** As parents become more engaged, they will be more likely to support the engagement of their student.
- **Resources Needed:** Supplies for promoting/communicating events, incentives such as food, clothing, and other materials and supplies. Supplemental contracts for staff for translating and babysitting. Technology and software licensing will also be needed to ensure parents are able to participate.

Specify Direct Service and Opportunities for parents and families to support EL students:

Input from parents at SSC and ELAC meetings

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

Parent voices valued and their input being strongly considered during site based decision making in ELAC and SSC.

Food and babysitting to be provided for meetings.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0225 Homan Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Interpreters for parent meetings	2,536.00
G5A2	LCFF: EL	Parent Participation	Oth Cls-Supp			Parent participation/Babysitting	634.00

\$3,170.00

2021-2022 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 - No IEPs	8,199.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies - No Food, No Incentives	479.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher subs for planning/mini PAC	11,710.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Books and Reference	500.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Reading Intervention K-3	83,583.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.3000	RTI manager/student ELA support	29,260.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	2,394.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies	10,536.00
G1A1	One-Time School	Instruction	Mat & Supp			: Materials and supplies	24,477.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000	Split funded: Fremont - 0.50 FTE Math Coaching / 0.50 FTE Homan	61,592.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Certificated Supplemental Contracts	2,394.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and supplies	18,788.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology	5,000.00
G1A2	Sup & Conc	Instruction	Travel			Travel: Conferences/PL	5,000.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Tech Repair	1,000.00
G1A3	Title 1 Basic	Instruction	Cons Svc/Oth			TNTP : - to support instruction in ELA	5,000.00
G1A3	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	5,000.00
G2A1	Sup & Conc	Instruction	Direct-Graph			Graphics	1,000.00
G3A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	HSL/Parent Involvement - May not be used for translation for IEPs/ELAC	21,737.00
G3A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			HSL Mileage	300.00
G3A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundations: Counseling Services	29,260.00
G3A2	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Positive Behavior Supports	5,000.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	Positive Behavior Supports/SEL	16,144.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Interpreters for parent meetings	2,536.00
G5A2	LCFF: EL	Parent Participation	Oth Cls-Supp			Parent participation/Babysitting	634.00

\$351,523.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$64,975.00
Sup & Conc	7090	\$216,711.00
LCFF: EL	7091	\$45,360.00
One-Time School	7099	\$24,477.00
Grand Total		\$351,523.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$274,912.00
G2 - Expand student-centered and real-world learning experiences	\$1,000.00
G3 - Increase student engagement in their school and community	\$72,441.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$3,170.00
Grand Total	\$351,523.00