

Thomas Elementary

10621666006514

Principal's Name: Matthew Phanco

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Matthew Phanco', with a large, stylized flourish extending to the right.

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

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District Goals	
<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

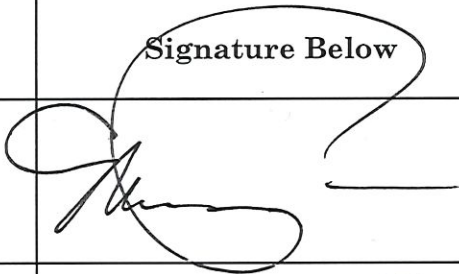

<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Matthew Phanco	X				
2. Chairperson – Mashelle Brown-Rhodes				X	
3. Lisa Martinez			X		
4. Suzanne Church – DAC Representative				X	
5. Mia Perry				X	
6. Gina Brannan				X	
7. Julie Coleman		X			
8. Danielle Marklund		X			
9. Leslie Godia		X			
10. OPEN					
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Matthew Phanco		3/21/19
SSC Chairperson	Mashelle Brown		3/21/19

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2019/20

Thomas - 0450

ON-SITE ALLOCATION

3010	Title I	\$73,696 *
7090	LCFF Supplemental & Concentration	\$268,809
7091	LCFF for English Learners	\$38,862
TOTAL 2019/20 ON-SITE ALLOCATION		\$381,367

* 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	\$2,352
Remaining Title I funds are at the discretion of the School Site Council	\$71,344
Total Title I Allocation	\$73,696

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

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate (All grade levels)	22.2 %	1.754 %	2017-2018	8.754 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	37.626 %	31.567 %	2017-2018	38.567 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	28.528 %	22.171 %	2017-2018	29.171 %

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)

During the 2018-19 school year Thomas has implemented the following to support students in meeting or exceeding standards in ELA as measured by SBAC, DRP, CFAs, and District Interim Assessments:

- Grade levels will monitor significant subgroup progress:
 1. African American - 72.6 points below standard (maintained from last year)
 2. Students with disabilities - 144.7 points below standard (increased 11.2 points)
 3. Socioeconomically disadvantaged youth - 48.3 points below standard (Maintained)
 4. English Language Learners - 49.4 points below standard (declined 12.1 points)
 5. Hispanics - 42.4 points below standard (Increased 8.5 points)
 6. White - 50.9 points below standard (declined by 17.7 points)
 7. Asian - 32.3 points below standard (increased by 7.6%)
- Consistent use of IPG during all classroom walk-throughs to identify areas of strength and opportunities for growth.
- Use of 6-8 week plans that outline our problem of practice. SMART Goals and supports were implemented to move students toward meeting or exceeding standards.
- Professional Development was designed to support grade levels around AC grounding questions: What do we want students to learn and be able to do? How will we know they've learned it and how

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)

- 2018.2019 SPSA only funded for Tier 2 RTI supports to be in place
- After school interventions identified students in need but not all students were able to stay or participate.
- Accountable Communities are not consistently utilizing data protocols to identify students and prescribing next steps.
- According to IPG data, student ownership continues to be an area of need.
- Lack a process in identifying students needing extra support in academic and social/emotional areas
- Significant subgroup students should have priority for after school/before school support but are not currently identified. We need a process to acquire names and prescribe support.
- AC Teams continue to improve instructional supports and provide intervention through the RTI process
- Teaching Fellows contracts were awarded but only 6/7 were filled until January. Also, scheduling conflicts created gaps in support for some grade levels. This will need to be reworked.
- ACs continue to work on a process identify students by standard in area of need and strength then provide additional interventions to identified EL students, foster, and economically disadvantaged youth.

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

will we respond when the do and don't learn it?

- Coaches were enlisted to support grade levels.
- Teachers utilized 6 week plans to reteach and review low performing standards following District Interim Assessments.
- Release days were provided to grade levels to observe each other and plan for CFAs and data review.
- Supplemental contracts were provided to teachers to support students after-school.
- Utilized Extended Library Hours and tutoring to target Tier 2 students.
- RCA worked with 40 African American youth using iReady and push-in support.
- 7 Teaching Fellows supported the classroom teacher with RTI

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

During the 2018-19 school year Thomas has implemented the following to support students in meeting or exceeding standards in ELA as measured by SBAC, DRP, CFAs, and District Interim Assessments:

- Grade levels will monitor significant subgroup progress:
 1. African American - 93 points below standard (declined 5.2 points)
 2. Students with disabilities - 164.5 points below standard (maintained from last year)
 3. Socioeconomically disadvantaged youth - 70.4 points below standard (declined 7.9 points)
 4. English Language Learners - 59.6 points below standard (declined 7.4 points)
 5. Hispanics - 68.5 points below standard (maintained)
 6. White - 63.5 points below standard (declined by 15.2 points)
 7. Asian - 50.7 points below standard (declined by 3.7%)
- Consistent use of IPG during all classroom walk-throughs to identify areas of strength and opportunities for growth.
- Use of 6-8 week plans that outline our problem of practice. SMART Goals and supports were implemented to move students toward meeting or exceeding standards.
- Professional Development was designed to support grade levels around AC grounding questions: What do we want students to learn and be able to do? How will we know they've learned it and how will we respond when the do and don't learn it?
- Coaches were enlisted to support grade levels.
- Grade levels and administrators worked to fine tune CFAs to target essential standards.
- Administrators worked with grade levels and District coaches to support grade levels that did not meet Data Goals.
- Utilized Reflex math to support fluency in addition, subtraction, multiplication and division.
- Release days for AC teams to dive deep into the standards and GVC.
- Blended learning routines were added to support tennents 1-3.

EL Reclassification Rate (All grade levels)

During the 2018-19 School year Thomas took the following actions to prepare students for the new state assessment ELPAC and support ELLs in meeting our redesignation goal of 22%:

- PL was provided to staff to introduce them to the ELL standards and student reports to monitor progress towards meeting/exceeding their students' annual goals.
- Had grade levels identify their ELL students and their current level.
- Assemblies were utilized for ELL students to acclimate them to the new ELPAC assessment.

- We need to create a system for identifying students needing additional Tier 2 support and prescribing a 6/8 week course and reassessing their need. Our current program does not identify students by need and grade level.
- Accountable Communities continue to develop processes for pre-assessing, assessing and prescribing RTI for students.
- Teaching Fellows worked in targeted grade levels around focus standards and content created by AC teams. However the number of TF support varied by grade level due to scheduling conflicts and 1 of the 7 TF not being filled until January.

EL Reclassification Rate (All grade levels)

- Additional PL is needed to align current teaching with ELL Standards.
- Need a process for identifying ELL progress following all formative and summative assessments.

- PL was provided to staff to acclimate them to ELPAC and prepare students for new assessment.
- We acknowledge that we need to have a greater emphasis on moving students towards redesignation.

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

- Provided substitutes to support release time for teachers to observe one another and for ACs to plan and create CFAs.
- We purchased online subscriptions to support students in ELA and Math in after-school and at home
- We purchased additional technology to support classroom teachers, students and school-wide improvements.
- We provided babysitting for parent meetings
- We provided materials and supplies for parenting classes and meetings.

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.

1. Lead teachers will work with grade level team to utilize CFA and other data to inform instructional decisions and address grounding questions 3 & 4, "How will we respond when students do and do not learn?"
2. Grade level teams will monitor progress of identified significant sub-groups and how they are progressing.
3. Students will be identified who need additional support outside of school.
4. We will continue to support parental involvement through the use of ELAC, Coffee Hour and Parent University partnership.
5. We will continue our PLI work in math and shift to ELA providing students more choice and ownership of their learning.
6. Professional Development will be utilized to support best practices in ELA & Math. Data from classroom walks and assessments will identify needs.

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:

- Incentives for students
- Parent Workshops to support ELA & Math
- After-School Tutoring

2 ELAC:

- Expand after school tutoring
- Expand classroom technology
- Invest in library supports
- Equip parents to support students
- Add classroom aides

3 Staff:

- Substitutes for 2 days a year for data chats
- Online Subscriptions. Some examples are: Accelerated Reader, Starfall, Reflex Math, etc...
- Invest in more student tablets and technology supports within the classroom to support instruction
- Focused School Wide RTI program with extended hours per day
- Substitutes for monthly IEP meetings and monthly SST meetings
- Grade level planning days twice a year
- Early Learning Paraprofessionals with opportunities to

- develop professionally
- Materials and supplies
- Rewards and incentives
- Increase the number of Teaching Fellows
- Copy machine lease
- Computer lab support TK-1st
- Materials and supplies for EL students
- Assessors for ELPAC administration
- After school tutoring

Action 1

Title: ELA

Action Details:

Thomas will have a school wide focus on continuing the work in building a teaching foundation that aligns the Common Core State Standards and content in English Language Arts. The first focus area will be using high quality complex text and supporting student learning with tasks and questions that provide challenging content related to integrating reading, writing, speaking and listening. The Instructional Practice Guide tenets will drive and support the work of all stakeholders in the implementation of a shared vision of effective instruction. Site professional learning will be driven by the results of data aligned with a focus on effective instruction. Students that need additional tier 2 and 3 supports will be supported through an RTI model that addresses student needs based on CFA assessment of essential standards. A .4375 computer paraprofessional will support students in acquiring technology skills in alignment with the FUSD technology continuum. Personal Learning Initiative will continue to support students in tenets 1-3 by providing student choice and using academic vocabulary

A second focus area will be providing an emphasis on supporting early learning foundational skills. Foundational skills will align to the reading foundations standards for each grade level.

The Learning by Doing text will serve as a foundation for continuing work in building the capacity of the site Instructional Leadership team and grade level Accountable Community Teams. Teachers will utilize the Cycle of Continuous Improvement for analyzing student data, developing aligned instructional plans and common formative assessments with AC teams.

Strategies and practices, such as Visible Learning by John Hattie, will be utilized to support data driven effectiveness of instructional programs supporting a culture of learning with high expectations.

Thomas made 0.9% growth in ELA on 2017-18 SBAC. Our 3rd grade made 8.5% growth while our 6th grade made 5.7%. Our 4th and 5th grades lost ground and we supported those grade levels through a 6 to 8 week plan early in the year and continue to monitor student progress data. Our goal is to increase that by 8-10% in 17-18. We will monitor growth through use of grade level CFAs and identifying student growth by student by standard to identify student need.

SMART GOAL - Thomas will increase the number of students meeting or exceeding standards by 8-10% as measured by District Interim and SBAC assessments in the 2018-19 school year.

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

- Common Formative Assessments (1st - 6th)
- BAS, Dibels (Kindergarten and as needed)
- Interim 1 & 2
- DRP
- SBAC
- ELPAC
- Subgroup data - Data Dashboard

Owner(s):

- Classroom Teacher
- Accountable Communities
- Instructional Leadership Team
- Administration Team

Timeline:

- SBAC - determine baseline; Quarter 1
- ELPAC - identify students; Quarter 1
- CFAs - One per unit minimum
- Following Interim 1 & 2
- Following DRP

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

Thomas will maximize its use of financial and human resources to address this action through the following:

- Regular Accountable Community Meetings utilizing the 4 grounding questions
- Utilize our site Instructional Leadership Team to create and maintain academic focus.
- Release time will be made available for Peer Observations. Grade level teams will tighten their work by observing each other to assist their alignment of work.
- Create a Tiered level of support to support PLC and ACs
- Tier 2 and 3 interventions
- After-school tutoring
- Supplemental supports utilized to support all students
- Certificated Tutor will oversee and coordinate with ILT to implement Tiered levels of support
- Teaching Fellows utilized to support Tiered levels of support
- Common Formative Assessments will be utilized frequently to identify student progress towards meeting/exceeding standards
- Professional books
- Substitute release time for ACs to long-range plan and build CFAs
- Computers and other hardware/software that supports GVC
- .4375 Computer Tech to support capacity with teachers and students
- Conference tuition
- Rewards/Incentives
- Copy/Equipment lease and maintenance
- Materials and supplies will be utilized to support GVC and supplemental programs.
- Support significant subgroups using data protocols to monitor progress:
 1. African American
 2. Students with disabilities
 3. Socioeconomically disadvantaged youth
 4. English Language Learners
 5. Hispanics
 6. White
 7. Asian

Specify enhanced services for EL students:

Thomas will identify ELL students and utilize the following to monitor and support growth:

- Grade levels will identify ELLs in August and monitor progress during all formative assessments and prescribe the appropriate intervention to support progress towards growth target.
- Meetings with ELL students will be utilized to set learning goals for each student.
- AC identify ELLs needing intervention support

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

Thomas will utilize the following to support parent involvement:

- Parent University
- Parent Workshops for primary and intermediate students
- Communications to parents/students using School Messenger, Edu-text, parent portal, school & classroom newsletters, and community gatherings.
- Parent/teacher conferences
- Back-to-School Night

Specify enhanced services for low-performing student groups:

- After School Tutoring
- Library Grant to fund additional support after-school to targeted students.
- Utilize African American RCA for push-in support and iReady.
- Identify Tier 2 & 3 students following CFAs and Benchmark assessments and provide RTI

Describe Professional Learning related to this action:

The following Professional Learning will be utilized to build capacity:

- RTI - will utilize Mke Mattos' book "Simplifying RTI"
- Alignment of complex text, talk, & task
- Development of questioning and comprehension strategies
- Continuing to build on IPG tenements 2b and 3.
- Technology and the classroom building teacher & student capacity - Schoolwide PLI

- Open House
- SSC/ELAC
- Parent Coffee Hours
- Booster Meetings
- .75 Home School Liaison

Action 2

Title: Math

Action Details:

Thomas will have a school wide focus in math instructional strategies that address the rigors of the standard and lessons will consistently incorporate the following: teaching the concept, providing practice, building fluency, and application. The math IPG will be utilized to collect data on the implementation of our focus. Lessons will align with focus, coherence and rigor.

Professional learning will also focus on ensuring that lessons utilize the 8 mathematical instructional practices that require students be responsible for the thinking through the mathematical practices. Lessons developed will reflect a deeper understanding of the math content presented, thus increasing student ownership. Professional development will build teacher understanding of these practices to ensure that teachers are using strategies to develop student proficiency (conceptual understanding, procedural skill and fluency, application) in math. Teaching Fellows will be utilized to support tier 2 interventions in math.

The Learning by Doing text will serve as a foundation for continuing work in building the capacity of the site Instructional Leadership team and grade level Accountable Community Teams. Teachers will utilize the Cycle of Continuous Improvement for analyzing student data, developing aligned instructional plans and common formative assessments with AC teams.

Strategies and practices, such as Visible Learning by John Hattie, will be utilized to support data driven effectiveness of instructional programs supporting a culture of learning with high expectations. Thomas made minimal growth in math on SBAC from 16/17 to 17/18. 5th and 6th grade have shown improvement on 18/19 interim assessment data. However 5th grade has not been able to move beyond 20% met/exceeded standards. 6th grade has shown significant growth in interim assessments with 27% met/exceeded standards. 6-8 week plans addressing the problem of practice have been utilized and SMART goals utilized.

SMART GOAL - Thomas will increase the number of students meeting or exceeding standards by 8-10% as measured by District Interim and SBAC assessments in the 2018-19 school year.

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

- Common Formative Assessments (1st - 6th)
- Interim 1 & 2
- Subgroup data - Data Dashboard

Owner(s):

- Classroom Teacher
- Accountable Communities
- Instructional Leadership Team
- Administration Team

Timeline:

- SBAC - determine baseline; Quarter 1
- ELPAC - identify students; Quarter 1
- CFA's - One per unit minimum
- Following Interim 1 & 2

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

Thomas will utilize the following to support student achievement:

- Accountable Community Meetings will be held to support a cycle of continuous improvement
- Common Formative Assessments will be utilized to identify students as progress towards meeting/exceeding standards

- Tiered levels of support will be provided through PLC and ACs
- Teaching Fellows will be utilized to support the classroom teacher in supporting student growth
- Supplemental materials and programs will be used to support tiered levels of support and after-school tutoring when needed and appropriate
- Professional books
- Computers and other related hardware/software
- .4375 Computer Tech to support capacity with teachers and students
- Substitute release time for ACs to long-range plan and build CFAs
- Conferences
- Materials and supplies will be purchased to support PLC and ACs in moving students towards meeting/exceeding standards.
- Support significant subgroups using data protocols to monitor progress:
 1. African American
 2. Students with disabilities
 3. Socioeconomically disadvantaged youth
 4. English Language Learners
 5. Hispanics
 6. White
 7. Asian

Specify enhanced services for EL students:

- ACs Identify ELLs in August and set goals for growth for 2018-19
- Quarterly progress monitoring of ELLs
- AC identify ELLs needing intervention support

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

- Parent workshops
- Communications to parents/students using School Messenger, Edu-text, parent portal, school & classroom newsletters, and community gatherings.
- Parent/teacher conferences
- School and classroom newsletters
- Back-to-School Night
- Open House
- SSC/ELAC
- Booster Meetings
- Teaching Fellows
- Materials and supplies will be purchased to support PLC and ACs in moving students towards meeting/exceeding standards.

Specify enhanced services for low-performing student groups:

- Grade level teams will create and implement Common Formative and Summative Assessments to identify low performing students and determine gaps that exist.
- RTI will be utilized following assessment data is reviewed and gaps identified to close achievement gaps.
- Supplemental contracts will be made available for teachers and other staff to support students identified needing Tier 2 interventions.
- iReady, illuminate, and other electronic assessments and support materials may be purchased to support Tier 2 & 3 interventions.

Describe Professional Learning related to this action:

- Ongoing training on using Go Math and ancillary support materials aiding tiered levels of support
- Developing understanding of Mathematical Practices
- Increasing our capacity on IPG 2b and 3
- Using technology in the classroom and building teacher and student capacity - Schoolwide PLI
- Using Coherence and Progression maps
- Utilize Math Coaches to support ACs

Action 3

Title: RTI - Tiered Levels of Support

Action Details:

Thomas will develop and implement a comprehensive RTI program with tiered levels of support in grades Pre-K through 6th grade with an emphasis on early learning literacy development and support. 7 Teaching Fellows, and 2 instructional assistants will assist in supporting teacher instruction during a focused ELA intervention time.

A priority will be given to support early learning and foundational literacy skills to students in grades K-2 during the first quarter. Intervention/Acceleration will be provided through multi-tiered AC/school systematic support with flexible grouping in real time. Small group support and deployment will be utilized based on student assessment data using Grade Level and District CFAs/Interim, BAS and fluency as well as SBAC data for students in grades 3-6.

AC teams will utilize ongoing assessment data using common formative assessments to determine a focus on essential standards to meet student needs in developing instructional supports for students to promote student academic growth in ELA and Math. Ongoing formative data will be documented on student progress using the Cycle of Continuous Improvement and action plans will be developed to monitor student academic progress and the impact of supports being utilized.

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

TIER 1 -

- AC Teams will plan weekly good first instructional practices followed up by agreed upon CFAs that identify student understanding by student and standard
- District assessments: BAS, Dibels, Interims, etc... will be utilized to identify student understanding and grade level proximity

TIER 2 - Students identified as nearly met or not meeting

- Reteach outside Core Curriculum Time
- Groups will be fluid based on formative data

Owner(s):

- AC TEAMS
- Classroom Teacher
- Principal/VP

Timeline:

- Formative - Daily, Weekly, by unit and interim

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

- AC teams will create cycles of inquiry in ELA & MATH and determine dates to give and review student data by student and standard.
- Support significant subgroups using data protocols to monitor progress:
 1. African American
 2. Students with disabilities
 3. Socioeconomically disadvantaged youth
 4. English Language Learners
 5. Hispanics
 6. White
 7. Asian

Owner(s):

- Classroom Teachers
- Accountable Communities
- Instructional Leadership Team
- Administrative Team

Timeline:

- Review grade level Formative Data weekly at AC
- Review CFA data as outlined in AC Agendas (Varies by grade and subject)
- Review Interim 1 & 2 Data and Teacher and ACs will prescribe RTI as needed

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

- .4625 Certificated Tutor
- 2 instructional aides
- 7 teaching fellows
- .4375 computer tech
- Professional Books
- Substitutes for AC planning days, observations and data chats

- Conferences for teachers to support RTI and ELA/MATH
- Materials and supplies needed to support this action

Specify enhanced services for EL students:

- Targeted EL interventions for students not making adequate progress as measured by formative, CFA, BAS, DRP, District Interim, and SBAC assessments
- ACs will monitor student progress towards ELL growth goals and determine interventions necessary.

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

- Parent workshops
- Communications to parents/students using School Messenger, Edu-text, parent portal, school & classroom newsletters, and community gatherings.
- Parent/teacher conferences
- School and classroom newsletters
- Back-to-School Night
- Open House
- SSC/ELAC
- Booster Meetings
- Teaching Fellows
- Materials and supplies will be purchased to support PLC and ACs in moving students towards meeting/exceeding standards.

Specify enhanced services for low-performing student groups:

- Grade level teams will use CFA data to identify students at risk in all significant subgroups.
- RTI will be utilized daily to address the needs of all students
- AC/PLC agendas will monitor data of all significant subgroups and write a SMART goal to address student need.

Describe Professional Learning related to this action:

- TIER 1 & 2 Interventions strategies
- Using GO MATH and Wonders support materials
- Using formative and CFA data to identify by student and standard needs
- Using technology to identify student needs and support next steps - Schoolwide PLI

Action 4

Title: ELL - Redesignation

Action Details:

Thomas will focus this year on building capacity in supporting English Learner students by continuing to improve our redesignation rates and reduce the number of long term English Learners. RFEP Student achievement will be monitored and interventions will be put into place for those students that are not maintaining achievement expectations. A focus will be on improving language acquisition and literacy through designated and integrated ELD.

Professional learning will be provided in understanding and utilizing ELD Standards. The Certificated Tutor, Teaching Fellows, and Instructional Aides will provide targeted interventions to help students stay on target to achieve redesignation.

Reasoning for using this action:	<input type="checkbox"/> Strong Evidence	<input checked="" 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

- ELPAC data will be review at the beginning of the year to identify students
- Teachers will utilize their students' ELPAC data to identify goals for individual students at the beginning of the year.
- CFA data
- Interim 1 & 2
- BAS (when applicable)
- Dibels (when applicable)
- Subgroup data - Data Dashboard

Owner(s):

- Classroom teacher
- Accountable Communities
- Instructional Leadership Team
- Administrative Team

Timeline:

- Quarterly
- Following Interim 1 & 2 data
- Following formative assessments
- Following CFA

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

- .75 Home School Liaison
- 2 ELPAC assessors for one-on-one assessment
- Substitutes to release teachers for SST and teacher/parent meetings
- Substitutes for ELL data chats
- Teaching Fellows
- Certificated Tutor
- Translators for parent/teacher meetings or parenting classes
- Babysitting
- Materials and supplies to support instruction and parent involvement

Specify enhanced services for EL students:

- English Language Learner progress monitoring and identification of students not progressing towards redesignation will be supported by additional supports and interventions.
- ACs will identify and monitor progress of ELLs using formative and CFA data and implement appropriate interventions.

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

- Parent workshops
- Communications to parents/students using School Messenger, Edu-text, parent portal, school & classroom newsletters, and community gatherings.
- Parent/teacher conferences
- School and classroom newsletters
- Back-to-School Night
- Open House
- SSC/ELAC
- Booster Meetings
- Teaching Fellows
- Materials and supplies will be purchased to support PLC and ACs in moving students towards meeting/exceeding standards.

Specify enhanced services for low-performing student groups:

- Professional Learning will occur to build teacher capacity integrating ELL standards within the core instructional time.
- AC/PLCs will monitor ELL student data following CFAs and other benchmark data collection.
- Teachers will identify ELLs and monitor their progress

Describe Professional Learning related to this action:

- Understanding ELPAC
- RFEP progress monitoring
- ELL Standards and integrating into planning
- Integrated and designated ELD instruction

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0450 Thomas 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			Subs for Peer Observations Also supports G1A2-4	2,400.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Online Subscription Also supports G12-4	28,130.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting Also supports G1A2-4, G4A1-2	599.00
G1A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		14,730.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for Planning Days Also supports G1A2-4	7,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			PLI Subs (2 days) Also supports G1A2-4	2,001.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies Also supports G1A2-4, G2A1, G3A1 G4A1-2	13,837.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies Also supports G1A2-4, G2A1, G3A1 G4A1-2	3,181.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Copy Paper Also supports G1A2	14,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Beginning of the Year Materials & Supplies Also supports G1A2	2,564.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology Also supports G1A2-4	28,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Maintenance	3,500.00
G1A1	Sup & Conc	Instruction	Direct-Graph			: Graphics Also supports G1A2	2,000.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Off Eq Lease			: Ricoh Lease Also supports G1A2	10,000.00
G1A1	Sup & Conc	In-House Instructional Staff Deve	Cons Svc/Oth			Educational Elements : PLI with Ryan Coe Vendor # 24889 Also supports G1A2-4	12,000.00
G1A1	Sup & Conc	Instructional Library, Media & Tei	Cls Sup-Reg	Paraprof, Computer Lab Asst I	0.4375	Catrina Anguiano ID # 1074117	13,300.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Subs for Planning Days Also supports G1A2-4	7,000.00
G1A3	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows Also supports G1A1-2	27,837.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			Subs for SST/504/IEP Also supports G1A2-4	8,998.00
G1A3	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.1875		5,270.00
G1A3	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows Also supports G1A1-2	28,939.00

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0450 Thomas Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.1875		5,270.00
G1A4	LCFF: EL	Instruction	Teacher-Subs			Subs for Data Chats	1,000.00
G1A4	LCFF: EL	Instruction	Teacher-Subs			Subs for ELPAC Assessors	2,001.00
G1A4	LCFF: EL	Instruction	Mat & Supp			: ELL Materials & Supplies	2,540.00
G1A4	LCFF: EL	Parent Participation	Cls Sup-Sup			Subs for Translators	999.00
G1A4	LCFF: EL	Parent Participation	Mat & Supp			: Parent Training Materials Also supports G4A1	500.00

\$247,596.00

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	61.89 %	61.501 %	2017-2018	68.501 %

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

- We have been able to have coaches for each after school sport for the 2017.2018 school year
- Began new clubs after school for the 2018.2019 school year
- We have brought in outside supports for engagement such as author visits, Read Across America, bully prevention, plays, etc for the 2018. 2019 school year.
- Climate and Culture team utilized to monitor engagement data.

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

Goal 2 Participation Rate

- As of March 2018, Thomas was at 63.32% participation rate, while we have surpassed the current target of 61.89% we believed we can provided additional opportunities for students. As of March 2019 we have 90.44% students participating in engagements.
- All grade levels utilized Goal 2 field trips and our Thomas Boosters supported additional learning opportunities for TK - 6th grades.
- During the 2018.2019 school year we have added more clubs and extra curricular activities for students to participate in during school and after school and are expecting an increase in participation and opportunities for our students. We are planning for additional clubs and opportunities for the 2019-20 school year.
- Thomas was able to acquire coaches to participate in all regional elementary sports offering students opportunities for engagement.
- Goal 2 & 3 monies were fully used to provide greater opportunity for more students with better equipment.
- Significant subgroups will be monitored quarterly to ensure that engagement they are participating in Goal 2 activities:
 1. African American
 2. Students with disabilities
 3. Socioeconomically disadvantaged youth
 4. English Language Learners
 5. Hispanics
 6. White
 7. Asian

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

- We have had a 27% increase in engagements.
- We have increased the number of opportunities for students to participate in Goal 2 activities.

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

- We will continue to provide as many opportunities for all students to engage in Goal 2 activities.
- Our Culture and Climate team will monitor student engagement data to ensure that we are continuing to meet/exceed our goal of all students being engaged.

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:

- Increased parent notification about activities
- After School Clubs and activities

2 ELAC:

- Opportunities for students to explore career options
- Investments in visual/performing arts
- Bring in outside speakers to inspire and inform
- Investments in athletics
- Introduce students to college opportunities
- opportunities to volunteer in the community
- More school clubs

3 Staff:

- Purchase Order for Save Mart
- Materials and supplies for clubs
- Rewards and incentives
- Extra pay contracts for after school clubs

Action 1

Title: After-School Activities

Action Details:

In 2018-19 Thomas will increase the amount of clubs and after-school activities available to a broad range of students.

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

- Engagements data will be monitored by school's Climate and Cultural team quarterly to ensure that all students and subgroups have access to engagement opportunities.

Owner(s):

- Instructional Leadership Team
- Administrative Team

Timeline:

- Quarterly

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

- Supplemental contracts for certificated and classified staff to support clubs and extracurricular activities.
- Materials and supplies will be purchased to support clubs and extracurricular activities.

Specify enhanced services for EL students:

- Quarterly data review to ensure equity and access

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

- Parent workshops
- Communications to parents/students using School Messenger, Edu-text, parent portal, school & classroom newsletters, and community gatherings.
- School and classroom newsletters
- Back-to-School Night
- Open House
- SSC/ELAC
- Booster Meetings

Specify enhanced services for low-performing student groups:

- Engagement data will be reviewed by our Climate and Culture team to ensure all students have access to Goal 2 activities.
- Goal 2 monies will be utilized to purchase materials and supplies to allow greater numbers of students access to Goal 2 activities.
- Data will be gathered by our Climate and Culture team to ensure subgroups are participating in engagement activities:
 1. African American
 2. Students with disabilities
 3. Socioeconomically disadvantaged youth
 4. English Language Learners
 5. Hispanics
 6. White
 7. Asian

Describe Professional Learning related to this action:

- Professional development will be made available to support Certificated and classified staff participating in extracurricular activities.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0450 Thomas 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	Teacher-Supp			Supplemental Contracts Also supports G3A1	14,936.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Save Mart Also supports G3A1	4,000.00

\$18,936.00

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 %	98.131 %	2017-2018	100 %
Exposure to Careers - 4th Grade	100 %	93.284 %	2017-2018	100 %
Exposure to Careers - 6th Grade	100 %	95.098 %	2017-2018	100 %

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

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.

Exposure to Careers - 3rd Grade

- Developed a school wide Guidelines for Success for the 2017.2018 school year and continued to build on our Thomas R.O.A.R. aligned to SEL goals.
- Began implementing Student of the Month assembly to honor one student from each classroom who displays the school's Guidelines for Success on a daily basis

Exposure to Careers - 4th Grade

- Developed a school wide Guidelines for Success for the 2017.2018 school year and continued to build on our Thomas R.O.A.R. aligned to SEL goals
- Began implementing Student of the Month assembly to honor one student from each classroom who displays the school's Guidelines for Success on a daily basis

Exposure to Careers - 6th Grade

- Developed a school wide Guidelines for Success for the 2017.2018 school year and continued to build on our Thomas R.O.A.R. aligned to SEL goals
- Began implementing Student of the Month assembly to honor one student from each classroom who displays the school's Guidelines for Success on a daily basis

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

Exposure to Careers - 3rd Grade

- In 2018-19 students were engaged in Goal 3 activities at Thomas and off-campus field trips.

Exposure to Careers - 4th Grade

- Due to chronic absenteeism in 2017-18 our participation rate dropped. We have been attending to our chronic absenteeism in 2018-19 and are expecting our participation rate to increase.

Exposure to Careers - 6th Grade

- Due to chronic absenteeism in 2018-19 our participation rate dropped. We have been attending to our chronic absenteeism in 2018-19 and are expecting our participation rate to increase.

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

- Our Climate and Culture team review school participation data and continue to look at additional opportunities for students.
- Our Boosters supported and funded additional opportunities through on and off-site field trips for K-6th grade.

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.

- We would like for all grades to host a career day in support of Goal 3.
- Parenting classes with support from our HSL and Parent University.

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:

- Career Day
- Parent Workshops

2 ELAC:

- Community/business involvement at school
- Link instruction/learning to real life job skills
- Adult mentors for students
- Professional behavior and etiquette
- Access to technology outside the classroom

3 Staff:

- Rewards and incentives
- Graphics
- Extended counseling support
- Extra pay contracts for Safe and Civil Planning
- SEL PL

Action 1

Title: Career Path - 4th - 6th grades

Action Details:

In 2018-19 Thomas' 4th - 6th grades will design and implement a Career Path focus for their students. Students will broaden their knowledge about career opportunities available to them. They will also have a clearer understanding of what careers require a college degree and which can go right into following high-school.

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

- Engagement data

Owner(s):

- Classroom teacher
- Instructional Leadership Team
- Administrative Team

Timeline:

- Quarterly

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

- Supplemental contracts will be offered to certificated and classified staff to support
- Materials and supplies will be purchased to support.

Specify enhanced services for EL students:

- ELL students will be included and participation will be monitored through engagement data.

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

- Parent workshops
- Communications to parents/students using School Messenger, Edu-text, parent portal, school & classroom newsletters, and community gatherings.
- School and classroom newsletters
- Back-to-School Night
- Open House
- SSC/ELAC
- Booster Meetings

Specify enhanced services for low-performing student groups:

- Engagement data will be utilized by our school's Climate and Culture team to monitor students involvement.

Describe Professional Learning related to this action:

- Professional development will be provided to 4th - 6th grade staff to support the planning and implementation of teaching students the career paths available. We will work with our College and Career Department to support.

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
ADA Attendance	95.316 %	94.683 %	2017-2018	95.683 %
Chronic Absenteeism	14.803 %	15.968 %	2017-2018	13.968 %
Suspensions Per 100	6.764 %	5.932 %	2017-2018	4.932 %
Parent Survey - Respected and welcomed	98.733 %	96.911 %	2017-2018	100 %
Parent Survey - Safe and secure	100 %	96.374 %	2017-2018	100 %

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

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

- We have developed a school wide Guidelines for Success which focuses on Rising to the Challenge.
- We have calendared more opportunities for parents to participate in their child's experience at school such as Parent Clubs, Parent University, and community gatherings on the blacktop every Friday morning with the entire school and parents
- Our A2A officer is consistent with visiting parents and making connections between home and school
- Our Climate and Culture team will monitor our significant subgroup data quarterly for attendance: Currently our African American subgroup is at 19.6% chronically absent. We have maintained from 2017-18. Our other significant subgroups have all shown a decline in chronic absenteeism:
 1. Students with disabilities (declined by 6.9%)
 2. Socioeconomically disadvantaged youth (declined by 1.1%)
 3. English Language Learners (declined by 2.8%)
 4. Hispanics (declined by 1.6%)
 5. White (declined by 5%)
 6. Asian (declined by 4%)

Suspensions Per 100

- We have developed a school wide Guidelines for Success which focuses on Rising to the Challenge
- Suspensions have decreased from the high in 2016 - 4.3%. In 2018 - 3.9%
- We have hired a 6 hour RCA teacher to support with tier 2 and 3 behavior students
- Partnered with African American RCA support team who pushed into classes and provided additional

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

Chronic Absenteeism

- Home school liaison hours were increased to 7 hours. However we are still only getting about 8-10 parents at parent coffee hours and Parent University classes.
- Increased opportunities for parent involvement with Parent University, coffee hours, parent field trips.
- Utilizing school messenger, HSL reach outs, website, calendars, booster family movie nights and dances to increase family/school connectedness.

Suspensions Per 100

- Increase 0.7% from 2017.
- African American suspension are at 6.6% out of 106 students.
- Students with disabilities are at 11.4%

Parent Survey - Safe and secure

- Parent survey data - Sense of safety - 96% & safety - 94%.

Parent Survey - Respected and welcomed

- Parents survey data is above 90% in all areas except for Sense of Belonging - "I participate in my child's school sponsored meetings/councils" which was at 88%.

ADA Attendance

We hired a 7 hour HSL who is working with office staff and our A2A support staff to identify Tier 2 and 3

tutoring using iReady for 40 students.

Three of our significant subgroups showed an increase in suspensions:

1. African American (6.6%) an increase of 2.2%
2. Students with disabilities (11.4%) an increase of 1.2%
3. White (7.6%) an increase of 3.6%

Parent Survey - Safe and secure

- Parents and students shared that bullying was a concern. We have increased the training and awareness through Professional Learning, classroom meetings, rules assemblies, the Power of One assembly, and our Kindness campaign.

Parent Survey - Respected and welcomed

- According to our parent surveys our parents rated Sense of Belonging - "I participate in my child's school sponsored meetings/councils" as the lowest rated concern at 88%

ADA Attendance

- Administration is working closely with our A2A and office assistant to schedule parent meetings.
- SSTs are scheduled and teacher release provided to support students and families.

attendance.

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

- We purchased materials and supplies for parenting classes and meetings
- Increased parenting class opportunities through Parent University, PBS, and HSL.
- We provided babysitting for parent meetings
- We purchased technology and hardware for teachers, students and school

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.

- Our school's climate and culture team will monitor attendance and suspension data monthly.
- Our climate and culture team will work with SEL coach to identify Professional Learning necessary to support our significant subgroups with high suspension rates.
- Continue to fund our RCA to intervene with students with chronic Tier 2 and 3 behaviors
- Continue to fund our Family Counseling services for students with chronic misbehaviors

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:

2 ELAC:

3 Staff:

- Home & School connectedness
- Saturday Academy to assist students with absences
- Resource Counseling Assistant
- Parenting classes

- Peer mentoring opportunities
- Links with community organizations
- Highlight positive student behavior
- Training for conflict prevention and resolution skills
- mental health supports
- Positive communication between school and community
- Bilingual staff to assist parents
- Enforce classroom standards of conduct
- Improve student attendance
- Increase campus safety

- Resource Counseling Assistant
- Extended support for the Home School Liaison
- Parent materials, supplies, and babysitting for parent participation

Action 1

Title: Attendance - Chronic Absenteeism

Action Details:

Thomas will focus on addressing TK-6th grade students who are chronically absent. Counseling services will be provided for students needing intervention. The Home School Liaison and Resource Counseling Assistant will be utilized to support student attendance interventions, parent contacts and meetings regarding attendance requirements. ATLAS will be utilized by teachers and other support staff to document phone calls, conferences and SST meetings regarding student attendance issues. The office staff will be trained on supporting parent communication regarding absenteeism. The office staff will report data regarding chronic absences, and student tardies. Students with chronic absences will be encouraged and given priority to participate in Goal 2 Activities to support a home/school connection.

Thomas will focus on increasing the number of students that are engaged in Goal 2 Activities (Activities, Arts or Athletics). Staff participation will be encouraged in Goal 2 clubs and activities. Staff professional learning will focus on who our unique students and students with chronic absences are, and strategies to promote involvement in Goal 2 activities. Students will be encouraged to participate in after-school sports, before and after –school activities. Activities may include, but not limited to: student leadership, Science Olympiad, Peach Blossom, Safety Patrol and Valet, Noontime activities such as outdoor games, sports leagues, art projects, and clubs. The Resource Counseling Assistant (RCA) will help support and promote student participation in planned activities. These activities will involve identified students to help build positive connections to school and build social skills.

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

- Chronic absenteeism
- Attendance comparison by grade and class
- Data dashboards by subgroup

Owner(s):

- Classroom teacher
- Accountable Communities
- A2A social worker/Office Assistant
- Administrative team

Timeline:

- Weekly
- Quarterly

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

- 4 hour FTE Home School Liaison
- 0.75 FTE Resource Counseling Assistant

- Incentives to increase attendance
- Substitutes to release teachers for SSTs & IEPs
- Extra pay contracts for Safe & Civil Team
- Materials and supplies to support student attendance incentives and interventions

Specify enhanced services for EL students:

- AC formative data
- SST identification of ELL students with attendance issues

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

- Parent workshops
- Communications to parents/students using School Messenger, Edu-text, parent portal, school & classroom newsletters, and community gatherings.
- Parent/teacher conferences
- School and classroom newsletters
- Back-to-School Night
- Open House
- SSC/ELAC
- Booster Meetings
- Teaching Fellows
- Materials and supplies will be purchased to support PLC and ACs in moving students towards meeting/exceeding standards.
- Home visits, parent/student support by HSL and RCA

Specify enhanced services for low-performing student groups:

- Classroom teachers will monitor student attendance and work closely with our HSL and office staff to identify students with high absences.
- SSTs will be utilized to support students with high absences.
- Incentives will be used to encourage great attendance.
- Saturday Academy will be offered to students needing to make up absences.
- A2A social worker, administrators and office staff will keep in constant communication on all Tier 2 and 3 students.
- Significant Subgroups that will be monitored:
 1. African American
 2. Students with disabilities
 3. Socioeconomically disadvantaged youth
 4. English Language Learners
 5. Hispanics
 6. White
 7. Asian

Describe Professional Learning related to this action:

- Social Emotional Learning Modules
- Safe & Civil initiatives
- Tough Kids

Action 2

Title: SEL - Social Emotional Supports

Action Details:

A focus on the 4 Core social emotional constructs: self management, growth mindset, self efficacy and social awareness will support student college career ready skills. Student support will be provided through class meetings, and professional learning on these 4 constructs. Building these skills will be in support of student academic growth through goal setting (growth mindset), AC teams along with academic planning will include a focus on building student self efficacy. The Safe and Civil team along with district supports (DPI) will provide professional development and a focus on building capacity in these 4 areas.

Thomas Elementary will continue to implement a tiered level of response to behavior incidents and continue effective implementation of Safe and Civil components, which directly relate to suspension rates, attendance rates, lessens

distractions for all learners, and enhances campus safety for all students. Guidelines for success and district programs (Class Meetings/Second Step/OLWEUS) will continue to promote personal responsibility and social skills, resulting in fewer conflicts with staff and other students. Safe and Civil Team will provide professional learning to staff in addressing student behaviors at levels 1-3. Site counselor and a Resource Counseling Assistant (RCA) will provide support services to students that have high social emotional needs. Students with multiple suspensions will be seen by SST, Behavior Support Plans will be implemented to support student behavior, and the ICET process will be utilized, as needed, for intervention.

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

- Engagements
- Attendance reports
- SEL Data - student, parent, & staff (Panorama)
- Suspension/Expulsion data

Owner(s):

- Safe & Civil Team
- Accountable Communities
- Instructional Leadership Team
- Administrative Team

Timeline:

- Quarterly

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

- 4 hour FTE Home School Liaison
- 0.75 FTE Resource Counseling Assistant
- Family Counseling Services Contract for Therapist
- Substitutes to release teachers for CHAMPs, Second Step, Class Meeting, OLWEUS, etc... trainings
- Student of the month
- Incentives - classroom & schoolwide
- Substitutes for teacher release for SSTs and IEPs
- Substitutes for Safe & Civil Team training
- Extra Pay contracts for Safe & Civil Team
- Materials and supplies to support SEL initiatives or incentives.

Specify enhanced services for EL students:

- AC teams identify ELL students in need of SEL support

Specify enhanced services for low-performing student groups:

- Our RCA and family therapist will be utilized for students with chronic Tier 2 and 3 behaviors.
- SSTs will be held monthly to support students with chronic behaviors.
- Behavior plans will be generated with the assistance of the school's psychologist, administrator and classroom teacher.
- Incentives will be used to encourage students to make good decisions
- Our school Climate & Culture team will review behavioral data monthly to identify problem areas and possible solutions.
- Significant subgroups data will be monitored for participation:
 1. African American
 2. Students with disabilities
 3. Socioeconomically disadvantaged youth
 4. English Language Learners
 5. Hispanics
 6. White
 7. Asian

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

- Parent workshops
- Communications to parents/students using School Messenger, Edu-text, parent portal, school & classroom newsletters, and community gatherings.
- Parent/teacher conferences
- School and classroom newsletters
- Back-to-School Night
- Open House
- SSC/ELAC
- Booster Meetings
- Teaching Fellows
- Materials and supplies will be purchased to support PLC and ACs in moving students towards meeting/exceeding standards.

Describe Professional Learning related to this action:

- SEL Modules
- Safe & Civil Initiatives
- RTI for SEL
- MAC, CHAMPs & OLWEUS
- ATLAS misbehavior reporting system

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0450 Thomas 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	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.6250		32,583.00
G4A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			: Mileage	300.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3750		19,552.00
G4A2	Sup & Conc	Instruction	Teacher-Supp			Subs for Safe & Civil Planning Also supports G3A1	3,000.00
G4A2	Sup & Conc	Instruction	Mat & Supp			: Rewards & Incentives Also supports G2A2	6,200.00
G4A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Counseling Services through Family Foundations	53,200.00

\$114,835.00

2019-2020 Budget for SPSA/School Site Council

State/Federal Dept 0450 Thomas Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for Peer Observations Also supports G1A2-4	2,400.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Online Subscription Also supports G12-4	28,130.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting Also supports G1A2-4, G4A1-2	599.00
G1A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		14,730.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for Planning Days Also supports G1A2-4	7,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			PLI Subs (2 days) Also supports G1A2-4	2,001.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies Also supports G1A2-4, G2A1, G3A1 G4A1-2	13,837.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies Also supports G1A2-4, G2A1, G3A1 G4A1-2	3,181.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Copy Paper Also supports G1A2	14,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Beginning of the Year Materials & Supplies Also supports G1A2	2,564.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology Also supports G1A2-4	28,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Maintenance	3,500.00
G1A1	Sup & Conc	Instruction	Direct-Graph			: Graphics Also supports G1A2	2,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Off Eq Lease			: Ricoh Lease Also supports G1A2	10,000.00
G1A1	Sup & Conc	In-House Instructional Staff Deve	Cons Svc/Oth			Educational Elements : PLI with Ryan Coe Vendor # 24889 Also supports G1A2-4	12,000.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst I	0.4375	Catrina Anguiano ID # 1074117	13,300.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Subs for Planning Days Also supports G1A2-4	7,000.00
G1A3	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows Also supports G1A1-2	27,837.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			Subs for SST/504/IEP Also supports G1A2-4	8,998.00
G1A3	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.1875		5,270.00
G1A3	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows Also supports G1A1-2	28,939.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.1875		5,270.00
G1A4	LCFF: EL	Instruction	Teacher-Subs			Subs for Data Chats	1,000.00

G1A4	LCFF: EL	Instruction	Teacher-Subs			Subs for ELPAC Assessors	2,000.00
G1A4	LCFF: EL	Instruction	Mat & Supp			: ELL Materials & Supplies	2,540.00
G1A4	LCFF: EL	Parent Participation	Cls Sup-Sup			Subs for Translators	999.00
G1A4	LCFF: EL	Parent Participation	Mat & Supp			: Parent Training Materials Also supports G4A1	500.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts Also supports G3A1	14,936.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Save Mart Also supports G3A1	4,000.00
G4A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.6250		32,583.00
G4A1	Sup & Conc	Attendance & Social Work Services	Local Mileage			: Mileage	300.00
G4A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3750		19,552.00
G4A2	Sup & Conc	Instruction	Teacher-Supp			Subs for Safe & Civil Planning Also supports G3A1	3,000.00
G4A2	Sup & Conc	Instruction	Mat & Supp			: Rewards & Incentives Also supports G2A2	6,200.00
G4A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Counseling Services through Family Foundations	53,200.00
							\$381,367.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$73,696.00
Sup & Conc	7090	\$268,809.00
LCFF: EL	7091	\$38,862.00
Grand Total		\$381,367.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$247,596.00
G2 - All students will engage in arts, activities, and athletics	\$18,936.00
G4 - All students will stay in school on target to graduate	\$114,835.00
Grand Total	\$381,367.00