

**Thomas Elementary**

10621666006514

Principal's Name: Matthew Phanco

Principal's Signature:

A handwritten signature in blue ink, appearing to read 'Matthew Phanco', with a large, stylized circular flourish at the end.

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

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<b>District Goals</b>	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

**Consolidated Program Assurances**

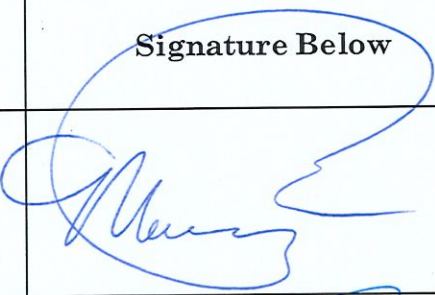
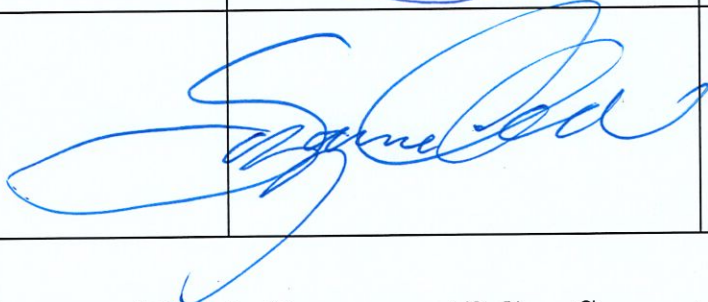
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Matthew Phanco	X				
2. Chairperson – Suzanne Church				X	
3. Cochair person – Leslie Godia		X			
4. Secretary – Danielle Marklund		X			
5. Lisa Martinez			X		
6. Amanda Ford		X			
7. Juan Mayorga				X	
8. Vanessa Casarez				X	
9. Mashelle Brown-Rhodes				X	
10. Open Position					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory
<input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date <u>2/19/20</u> .

**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	Matthew Phanco		4/16/20
SSC Chairperson	Suzanne Church		4/16/20

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2020/21

Thomas - 0450

**ON-SITE ALLOCATION**

3010	Title I	\$76,426 *
7090	LCFF Supplemental & Concentration	\$257,049
7091	LCFF for English Learners	\$38,100
<b>TOTAL 2020/21 ON-SITE ALLOCATION</b>		<b>\$371,575</b>

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

\* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$2,163
Remaining Title I funds are at the discretion of the School Site Council	\$74,263
Total Title I Allocation	\$76,426

## Thomas Elementary 2020-2021 - School Plan for Student Achievement (SPSA)

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

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate (All grade levels)	8.754 %	17.692 %	2018-2019	24.692 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	38.567 %	29.075 %	2018-2019	36.075 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	29.171 %	25.055 %	2018-2019	32.055 %

**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 2019-20 school year Thomas has implemented the following actions to support students in meeting or exceeding standards in ELA as measured by SBAC, CFAs, iReady, and ELPAC assessments. The administrative team implemented targeted 6-8 week plans that describe how we supported two grade levels in moving students towards student achievement targets.

1. African American - 79.2 points below standard. 6.6 point decline
2. Students with Disabilities - 152.5 points below standard. 8.5 point decline.
3. Socioeconomically Disadvantaged Youth - 51.8 points below standard. 3.5 decline
4. English Language Learners - 65.4 points below standard. 16 point decline
5. Hispanics - 47.7 points below standard. 5.3 point decline
6. White - 48.4 points below standard. Maintained
7. Asian - 41.1 points below standard. 11.8 point decline.

#### Actions taken:

1. PLCs used CFA data to monitor student progress and determine gaps in ELA
2. Lead Teachers were provided PLC+ Playbook to build PLC capacity.
3. Administrative team utilized IPG data and classroom walkthroughs to identify areas of strength and need.

**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)

- After school tutoring identified more students than we had staff willing to take extra pay to work with them.
- PLCs continue to build capacity for using data to inform instructional decisions but IPG data shows that student ownership is still below 50%.
- PLC teams continue to improve instructional supports and provide intervention through use of RTI process.
- We still have a disproportionate amount of African American students, EL students, foster youth, special education and socio-economically disadvantaged youth not meeting or exceeding standards.

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

- More work will need to be done to align SBAC target standards to adopted core curriculum GO Math.
- Need to create data collection that identifies significant subgroup performance data. Current practice requires a lot of time to hunt and find the data around progress of significant subgroups.
- Math fluency still a concern for all students.

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

- Continued Professional Development around aligning ELL standards to core instruction.

4. Professional Development was designed to support grade levels around lesson clarity using PLC+ Playbook and Teacher Clarity Playbook.

**Areas still in need of improvement:**

1. IPG tenant 3, student ownership, still remains below 50%
2. African American students and students with disabilities are two groups that are highlighted as red on CA State Dashboard in ELASBAC growth.

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

During the 2019-20 school year Thomas implemented the following actions to support students in meeting/exceeding standards as measured by SBAC, iReady, CFA and other formative assessments.

1. African American - 80.2 points below standard. Increased 12.8 points
2. Students with Disabilities - 153.3 points below standard. Increased 12.8 points
3. Socioeconomically Disadvantaged Youth - 59.4 points below standard. Increased 11 points
4. English Language Learners - 52 points below standard. Increased 7.6 points
5. Hispanics - 54.9 points below standard. Increased 13.6 points
6. White - 64.2 points below standard. Maintained
7. Asian - 51.7 points below standard. Maintained

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

During the 2019-20 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 24%:

- Provided professional development to align ELL standards to ELA/Math Core content.
- Had grade levels identify ELLs and monitor progress using CFAs, iReady and other formative assessments.
- Assemblies were utilized for ELL students to acclimate them to ELPAC assessment and to monitor their academic progress.

- PLCs inconsistently collecting progress data on ELLs

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

- Provided release time for teachers to observe one another and for PLCs to plan and create CFAs
- We purchased additional technology to support classroom teachers, students and school-wide improvements.
- Provided contracts for after-school tutoring
- Provided babysitting for parenting classes and meetings
- Provided materials and supplies to support core instruction in ELA/Math and for parenting classes.

**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 continue to utilize PLC+ Playbook and modules to build team capacity.
2. Teacher Clarity Playbook will be used to refine essential learning intentions and criteria for success for all learners



3. PLI will be utilized in grades 1st-6th to allow for greater student ownership and release teacher for Tier 2 interventions
4. We will continue to support parental involvement through the use of ELAC, Coffee Hour and Parent University partnership.
5. Professional Development will be based on data collected from IPG, classroom walkthroughs, iReady, CFA, ELPAC, and SBAC data.
6. Admin team will utilize what we have learned in Cultural Proficiency training and utilize IPG to ensure that Tier 1 & 2 instruction supports ALL students.

**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:**

- More SEL supports
- Additional support for after-school tutoring
- Parenting workshops like PBS

**2 ELAC:**

- Additional classroom paraprofessional support
- P.E. Teacher
- Parenting Classes

**3 Staff:**

- Additional day for PLC planning from 2 days to 3.
- Continue online subscriptions (AR, Starfall, Reflex Math, etc...)
- Subs for monthly IEP and SST meetings.
- PE Coach or teacher to build teacher capacity
- Materials and supplies to support Core instruction
- Rewards and incentives
- Copy machine lease
- Computer lab support TK-1st
- Assessors for ELPAC administration
- After School Tutoring supplemental contracts

## 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 a 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 tenants 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 and PLC+ texts will serve as a foundation for continuing work in building the capacity of the site Instructional Leadership team. Teachers will utilize the Cycle of Continuous Improvement for analyzing student data, developing aligned instructional plans and common formative assessments with PLC 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 2018-19 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 2020/21. 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 (iReady), IABs and SBAC assessments in the 2020-21 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)
- iReady (K-6th)
- 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 iReady
- 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 and PLC+ to guide work and design lesson progressions and intentions for clarity.
  - PLC will plan instruction on tier 1 good first teachings, what supports and resources they will put in place for tier 2 through small group instruction, along with planning side by side with SPED teachers to support students receiving SPED services
- Utilize our site Instructional Leadership Team to create and maintain academic focus.
  - Our ILT team will adding a new member for the 2020.2021 school year, a SPED lead teacher
  - The team will come together to come towards the site, region, and district's instructional focus by supporting all students to meet our district's goal
- 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.
  - When PLC or individual teachers have release time they will be planning and gathering ideas to support students in all three tiers of instruction
- Create a Tiered level of support to support PLCs.
  - The tiered level of support will consist of what tools/resources are available for teachers to refer to and connect with to support students at different levels of tiered instruction
- Tier 2 and 3 interventions
  - Tier 2: the support of Teaching Fellows to support through each grade levels designated RTI time along with materials such as the Tiered Intervention books through Wonders and resources through iReady instruction
  - Tier 3: Since a SPED lead teacher is being added to the ILT, the SPED team will be working more closely with general education teachers to support the instruction these students need to meet their IEP goals through the general ed classroom
- After-school tutoring
  - This will be in aligned to good first teaching (tier 1) and allow for tutoring after school to support students in tier 2 instruction through support curriculum through the district's adopted curriculum
- Supplemental supports utilized to support all students
  - Using scaffolds as needed for specific students that might not need it
- Certificated Tutor will oversee and coordinate with ILT to implement Tiered levels of support
  - After school tutoring will work with lead teachers on what specific supports these students will need
- Teaching Fellows utilized to support Tiered levels of support
  - All students will receive RTI instruction through the classroom teacher but also with the support of a TF
- Common Formative Assessments will be utilized frequently to identify student progress towards meeting/exceeding standards
  - Once data is collected and analyzed by the teacher and PLC, they will determine next steps on how to support all students through the tiered levels of support
- Professional books
  - Continue PL focused around PLC work that the region is committed to growing in so that all students are able to meet the district goal each school year
- Substitute release time for PLCs to long-range plan learning progressions and intentions and build CFAs
  - Teachers will not only plan good instruction, but will also focus on how to support students who got it and did not get it

- Computers and other hardware/software that supports GVC
  - Students will be able to use online resources that support their level based on the iReady diagnostic results based on their level of instruction
- .4375 Computer Tech to support capacity with teachers and students
  - Our computer tech works with all teachers to support them through online instructional tools to meet the needs of all students
  - Computer tech also works closely with early learning and kindergarten teachers to support with instruction on technology usage so that when they enter 1st grade, 1st grade teachers can move directly to instruction through technology versus spending most of the lesson on logging into the tablet
- Rewards/Incentives
  - Set goals for students to work towards both academically and social emotionally
  - social emotional incentives through our school's guidelines for success (ROAR), Funworks assemblies with Krazy Karen...)
  - Academics: quarterly academic assemblies to receive recognition and a certificate and end of the year receive a medal
- Copy/Equipment lease and maintenance
  - Being able to provide paper pencil resources for students to support their individual academic needs
- Materials and supplies will be utilized to support GVC and supplemental programs
  - The use of manipulatives, online subscriptions, tools for teachers to meet the needs of all levels of learning
- 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:

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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.
- PLC identify ELLs needing intervention support
- Teachers will support the ELD standard through designated and integrated ELD instruction
  - Integrated ELD will be embedded daily through the use of the adopted curriculum
  - Designated will be taught a minimum of 30 minutes a day through the use of the PLI model that Thomas has developed
    - One of the pull back groups for PLI will be a designated ELD group to support ELL goals and based on their level of ELD while teaching the ELD standards
    - TF and student teachers can help support this instruction with the lead of the classroom teacher

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

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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:

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- After School Tutoring
- Library Grant to fund additional support after-school to targeted students.
- Utilize African American Academic Acceleration (Springboard A4) tutoring.
- Identify Tier 2 & 3 students following CFAs and Benchmark assessments and provide RTI

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

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The following Professional Learning will be utilized to build capacity:

- Teacher Clarity Playbook - Fisher and Frey
- 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
- English Classes for second language parents

## Action 2

**Title:** Math

### Action Details:

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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 and require students be responsible for the thinking through using 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 and PLC+ will serve as a foundation for continuing work in building the capacity of the site Instructional Leadership team and grade level Professional Learning Communities. Teachers will utilize the Cycle of Continuous Improvement for analyzing student data, developing aligned instructional plans and common formative assessments with PLC teams.

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

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 2019-20 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)
- iReady (K-6th)
- Subgroup data - Data Dashboard
- IABs (3rd-6th)

#### Owner(s):

- Classroom Teacher
- Professional Learning Communities
- Instructional Leadership Team
- Administration Team

#### Timeline:

- SBAC - determine baseline; Quarter 1
- ELPAC - identify students; Quarter 1
- CFA's - One per unit minimum
- iReady
- IABs (3rd-6th)

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

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Thomas will utilize the following to support student achievement:

- Professional Learning 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 PLCs
- 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 PLCs to long-range plan and build CFAs
- Conferences
- Materials and supplies will be purchased to support PLCs 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:

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- PLCs Identify ELLs in August and set goals for growth for 2020-2021
- Quarterly progress monitoring of ELLs
- AC identify ELLs needing intervention support
- Students will be support with math instruction to help with vocabulary development, scaffolding when needed to those that need it, sentence frames/starters, opportunities to work with a peer and do pair share conversations, a small group pull back it support their specific needs based on their English language development

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

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- 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 PLCs in moving students towards meeting/exceeding standards.

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

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- 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 and reviewed to identify gaps 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 utilized to support Tier 2 & 3 interventions.

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

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- Ongoing training on using Go Math and ancillary support materials aiding tiered levels of support
- Developing understanding of the 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 PLCs

### Action 3

Title: RTI - Tiered Levels of Support

#### Action Details:

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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 an instructional assistant will assist in supporting teacher instruction during a focused ELA/Math 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 PLC/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/iReady, BAS and fluency as well as SBAC data for students in grades 3-6.

PLC 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 -

- PLC Teams will plan weekly good first instructional practices followed up by agreed upon CFAs that identify student understanding by student and standard
- District assessment: iReady, ELPAC, and SBAC will be utilized to identify student understanding and grade level proximity.

TIER 2 - Students identified as nearly met or not meeting

- Reteach in the moment or outside Core Curriculum time if more extensive support needed.
- Groups will be fluid based on formative data

#### Owner(s):

- PLC 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

- PLC 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):

- 2 instructional aides
- 7 teaching fellows
- .4375 computer tech
- Professional Books
- Substitutes for PLC 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:

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

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

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- 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 PLCs in moving students towards meeting/exceeding standards.

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

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- 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
  - 7 Teaching Fellows are contracted to support the classroom teacher through RTI instruction
  - Each grade level has a designated time block for RTI and when the TF comes to them
  - Some PLC deploy their grade level based on multiple data points for small group instruction and some PLC do small group instruction within their classroom
  - During this time teachers are addressing the needs of students who got it and who did not get it
- 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:

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- 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:

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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. Teachers, Teaching Fellows, and Instructional Aides will provide targeted interventions to help students stay on target to achieve redesignation.

**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

- 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
- iReady
- BAS (when applicable)
- Dibels (when applicable)
- Subgroup data - Data Dashboard

#### Owner(s):

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

#### Timeline:

- Quarterly
- Following iReady
- Following ELPAC
- Following formative assessments
- Following CFA

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

- .4375 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
- 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.
- PLCs will identify and monitor progress of ELLs using formative and CFA data and implement appropriate interventions.
- Teachers will support the ELD standard through designated and integrated ELD instruction
  - Integrated ELD will be embedded daily through the use of the adopted curriculum
  - Designated will be taught a minimum of 30 minutes a day through the use of the PLI model that Thomas has developed
    - One of the pull back groups for PLI will be a designated ELD group to support ELL goals and based on their level of ELD standards
    - TF and student teachers can help support this instruction with the lead of the classroom teacher

#### 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

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

- Professional Learning will occur to build teacher capacity integrating ELL standards within the core instructional time.
- PLCs will monitor ELL student data following CFAs and other benchmark data collection.
  - Teaching Fellows will help support this instruction for low performing sub groups through the use of small group instruction
  - TF will be support with the tiered instructional books through Wonders will the guidance of the classroom teacher
- 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



meeting/exceeding standards.

# 2020-2021 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	3,327.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Online Subscriptions	11,009.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting	303.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for Planning Days	12,002.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for IEP, SST, 504	9,031.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375		11,754.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375		11,754.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Copy Paper	15,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies	12,818.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Beginning of the Year Materials & Supplies	800.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology	17,008.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Maintenance	3,500.00
G1A1	Sup & Conc	Instruction	Direct-Graph			: Graphics	2,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Off Eq Lease			: Ricoh Lease	10,000.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst I	0.4375		12,708.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Subs for Data Chats	998.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			Subs for Planning Days	2,554.00
G1A3	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Support with RTI Instruction	32,000.00
G1A3	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2500		6,663.00
G1A3	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Support with RTI Instruction	23,435.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.1875		4,998.00
G1A4	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	**HSL duties from Title I cannot be used for translation of mandatory items such as ELAC and IEP**	14,787.00
G1A4	LCFF: EL	Instruction	Teacher-Subs			Subs for ELPAC Assessors	2,002.00
G1A4	LCFF: EL	Instruction	Mat & Supp			: ELL Materials and Supplies	1,536.00
G1A4	LCFF: EL	Parent Participation	Cls Sup-Sup			Subs for Translators	1,010.00
G1A4	LCFF: EL	Parent Participation	Mat & Supp			: Parent Materials	500.00

**\$223,497.00**

**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	68.501 %	19.808 %	2018-2019	26.808 %

**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**

**Implementation**

- All sports were available for students to participate in, with the exception of wrestling.
- After school clubs continued for the 19.20 school year and supplemental contracts were provided for certificated staff (Girl Power, Garden Club, Spelling Bee, Robotics, Artful Kids)
- A new after school club was added, Black Student Union
- Thomas Boosters Club continued to support after school events such as monthly family movie nights and dances.

**Effectiveness**

- Because additional funding was provided for supplemental contracts, we were able to provide additional opportunities for our students to participate in activities, arts, and athletics.

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

**Goal 2 Participation Rate**

While most students were able to participate in Goal 2 field trips, there are only 50% of students participating in self-selected activities such as clubs, arts, and athletics.

**Arts**

- The current participation rates for the following subgroups have shown an increase in goal 2 arts: African Americans, Asians, Hispanics, English Learners, Socioeconomically Disadvantaged, and Students with Disabilities.

**Athletics**

- Our Students with Disabilities and Asian subgroups showed a small decrease (3% or less) in participation within athletics. This could be that we need to actively recruit these subgroups to participate.
- All other subgroups showed a minimum of a 6% increase in participation in sports.
- We also found that our female to male participation was 79 to 118. A key factor that could have contributed to this disproportionality is that we did not have a girls soccer team but rather a co-ed soccer team.

**Activities**

- While most students were able to participate in Goal 2 field trips, there are only 50% of students participating in self-selected activities such as clubs, arts, and athletics. This could be that we need to find additional methods to involve more students.

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

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The intended implementation of actions helped to improve our participation rates for the disproportionality of our low-performing student groups, especially our African-American group. That in large was due to our new club, Black Student Union (BSU).

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

As a result of our analysis, we have decided to increase participation in self-selected activities (clubs), specifically for Hispanic, English Learners, Students with Disabilities and Asians. We will actively recruit these subgroups. We will also monitor engagement during our Climate and Culture meetings. The 2019.2020 school year we began a new club called Black Student Union. We had a great success with all ethnicity participating. We plan to continue the BSU along with bringing in more clubs based on other cultures that represent our community.

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

**1** SSC:

School Site Council recommended increased notification to parents about school site events, as well as increased after school clubs and activities.

**2** ELAC:

ELAC committee recommended additional opportunities for student engagements such as Folklorico, Zumba, and Hispanic clubs. They also recommended for additional communication from school to home.

**3** Staff:

Staff recommended additional materials and supplies for clubs and additional rewards and incentives for student participation.

## Action 1

**Title:** After-School Activities

[Action Details:](#)

In 2020/21 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.

## 2020-2021 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	25,982.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Save Mart	4,000.00

**\$29,982.00**

**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 %	92.174 %	2018-2019	99.174 %
Exposure to Careers - 4th Grade	100 %	91.892 %	2018-2019	98.892 %
Exposure to Careers - 6th Grade	100 %	95.402 %	2018-2019	100 %

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

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

**Exposure to Careers - 3rd Grade**

- We teach school-wide Guidelines for Success and continued to build on our Thomas R.O.A.R. aligned to SEL goals.
- Continued Student of the Month assemblies to honor one student from each classroom who displays the school's Guidelines for Success on a daily basis
- Offered students Bricks for Kids onsite field trips and trip to Fresno Art Museum

**Exposure to Careers - 4th Grade**

- We teach school-wide Guidelines for Success and continued to build on our Thomas R.O.A.R. aligned to SEL goals.
- Continued Student of the Month assemblies to honor one student from each classroom who displays the school's Guidelines for Success on a daily basis

**Exposure to Careers - 6th Grade**

- We teach school-wide Guidelines for Success and continued to build on our Thomas R.O.A.R. aligned to SEL goals.
- Continued Student of the Month assemblies 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 2019-20 students were engaged in Goal 3 activities at Thomas and off-campus field trips.

**Exposure to Careers - 4th Grade**

- We have been attending to our chronic absenteeism are expecting our participation rate to increase.

**Exposure to Careers - 6th Grade**

- We have been attending to our chronic absenteeism 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. We also started a new committee that monitors SEL/Achievement data - G.L.U.E. team.

- 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.

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

<b>1</b> SSC:	<b>2</b> ELAC:	<b>3</b> Staff:
<ul style="list-style-type: none"><li>• Career Day</li><li>• Parent Workshops</li></ul>	<ul style="list-style-type: none"><li>• Community/business involvement at school</li><li>• Link instruction/learning to real life job skills</li><li>• Adult mentors for students</li><li>• Professional behavior and etiquette</li><li>• Access to technology outside the classroom</li></ul>	<ul style="list-style-type: none"><li>• Rewards and incentives</li><li>• Graphics</li><li>• Mentoring</li><li>• Contracts for Safe and Civil Planning</li><li>• SEL Professional Learning opportunities</li></ul>

### Action 1

**Title:** Career Path - 4th - 6th grades

**Action Details:**

In 2020/21 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. Thomas's Guideline for Success will be used daily to guide and redirect student behavior.

**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

**Owner(s):**

**Timeline:**

- Engagement data

- Classroom teacher
- Instructional Leadership Team
- Administrative Team

- 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
Chronic Absenteeism	13.968 %	16.629 %	2018-2019	14.629 %
Suspensions Per 100	4.932 %	5.851 %	2018-2019	4.851 %

**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

*This year we began implementing a classroom incentive for perfect attendance each school day. If a classroom has no absences or no one tardy they place a "Perfect Attendance" Magnet on the outside of the classroom door. When you see this magnet, others get to stop by and congratulate the class on their perfect attendance. Along with the magnet, each day they have perfect attendance the class colors in one letter on their "attendance" poster. Once each letter is colored the office will provide a special treat for the entire class.*

- Atlas results as of December 2019:
  1. Attendance Rate: 95.3%
  2. Percent Absent: 4.7%
  3. Chronic Absentees: 7.4%
- Tier 1 Climate & Culture Implementation Rubric Summary
  1. 2019: Not Yet in Place
  2. 2020: Getting Started
- Teacher feedback about the "Perfect Attendance" posters and magnets
- Conversations among the School Culture & Climate Team

Based on the CA Dashboard for 2018 for Chronic Absenteeism:

1. All students: 15.6% chronic absenteeism out of 890 students with a 2.5% decrease
2. Foster Youth: 7.7% chronic absenteeism out of 13 students with a 34% decrease
3. Homeless: 21.4% chronic absenteeism out of 14 students with a 21.4% decrease
4. Two or More Races: 22.2% chronic absenteeism out of 18 students with a 1.6% decrease
5. African American: 19.6% chronic absenteeism out of 102 students with a 0.1% maintained
6. Students with Disabilities: 18.8% chronic absenteeism out of 85 students with a 6.9% decrease
7. ELL: 10.5% chronic absenteeism out of 114 students with a 1.1% decrease

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

#### Chronic Absenteeism

- HSL has been continued to stay at 3.5 hours. We have about an average of 15-25 parents attending regular meetings such as coffee hour, parent university, ELAC, etc.
- Parent involvement has increased through parent meetings, parent volunteers in the classroom and on field trips
- Utilizing school messenger, peachjar, HSL, home visits, websites, calendars, Booster's family nights, movie nights, carnival...

#### Suspensions Per 100

##### Suspensions per 100:

- decreased since the 2018.2019 school year
  - all students

#### Parent Surveys: Safe and Secure

- parent survey data: sense of safety: 96% and safety 94%

#### Parent Surveys: Respected and Welcomed

- parent survey data is above 90% in all areas expect for sense of belonging which was at 88%

#### ADA Attendance

- We have a 3.5 hour HSL that works with our office staff and A2A support staff to identify tier 2 and 3

8. **Hispanic: 16.1% chronic absenteeism out of 547 students with a 2.8% decrease**
9. **Socioeconomically Disadvantage: 16.4% chronic absenteeism out of 837 students with a 1.6% decrease**
10. **White: 16.2% chronic absenteeism out of 111 students with a 5% decrease**
11. **Asian: 4.8% chronic absenteeism out of 104 students with a 2% decrease**

#### **Suspensions Per 100**

Thomas has utilized several improvements in SEL supports to reduce the number of suspensions the past three years: Hiring a RCA, contracting Family Counseling Services, utilizing classroom morning meetings, Climate and Culture team meets monthly to review misbehavior and suspension data and the implementation on school-wide policies to promote and recognize when students are meeting our Guidelines for Success. As a result Thomas's suspension rate has been 3.2% in 2017, 3.9% in 2018 and 3.1% in 2019, the lowest in the Hoover Region.

#### **Parent Surveys: Safe and Secure**

- Parents and students shared that bullying was a concern. We have provided supports for teachers with tier 2 and 3 like behaviors, a school wide bully prevention week in the beginning of the school year that is carried out the whole school year, and assemblies that focus around bullying

#### **Parent Surveys: Respected and Welcomed**

- Parents feel a sense of belonging with their children's school

#### **ADA Attendance:**

- Administration and our office assistance work closely together with our A2A to schedule parent meetings
- SST are scheduled on a monthly basis to provide teachers and parents with supports for their child

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

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- provided materials and supplies for parent meetings (such as make and takes for parents to do at home with their children)
- increased in parent involvement and participation with Parent University, PBS, HSL, parent pot lucks
- Babysitting is provided to allow for more students to participate
- Continued purchases of technology 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.

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- Our Climate and Culture team will continue to monitor attendance and suspension data
- Provide PL through the help of our regional coach for Climate and Culture
- RCA and Hand and Hand mentors to help support tier 2 and 3 like behaviors

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

<b>1</b> SSC:	<b>2</b> ELAC:	<b>3</b> Staff:
<ul style="list-style-type: none"><li>• HSL</li><li>• Saturday Academy</li><li>• Saturday Sports</li><li>• RCA</li><li>• Hand to Hand mentors</li><li>• parenting classes</li></ul>	<ul style="list-style-type: none"><li>• Peer mentoring opportunities</li><li>• Community based connections</li><li>• positive student behaviors</li><li>• training to support with behaviors</li><li>• mental health supports</li><li>• positive communication between school and the community</li><li>• bilingual staff to communicate with parents</li><li>• classroom standards of conduct</li><li>• improve student attendance</li><li>• increase campus safety and supports</li></ul>	<ul style="list-style-type: none"><li>• RCA</li><li>• Hand to Hand mentors</li><li>• HSL support</li><li>• Parent materials, supplies, and babysitting for parent participation</li></ul>

### 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 EL/Spanish (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

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.
- Hand to Hand mentor support
- 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

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 RCAEL/Spanish

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 to support EL/Spanish (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
- Professional Learning 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:

- PLC teams identify ELL students in need of SEL support

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

- Our RCA (EL/Spanish) 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

## 2020-2021 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	Title 1 Basic	Guidance & Counseling Services	Subagreements			Hand in Hand/Joint Opportunities : SEL Supports	15,000.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			Planning for PLCs after-school duty hours	3,292.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Rewards & Incentives	5,500.00
G4A1	Sup & Conc	Guidance & Counseling Services	Subagreements			Hand in Hand/Joint Opportunitites : SEL Support	45,000.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.3750		24,502.00
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 Span	0.3750		24,502.00

**\$118,096.00**



## 2020-2021 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	3,327.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Online Subscriptions	11,009.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting	303.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for Planning Days	12,002.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for IEP, SST, 504	9,031.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375		11,754.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375		11,754.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Copy Paper	15,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies	12,818.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Beginning of the Year Materials & Supplies	800.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology	17,008.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Maintenance	3,500.00
G1A1	Sup & Conc	Instruction	Direct-Graph			: Graphics	2,000.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Off Eq Lease			: Ricoh Lease	10,000.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst I	0.4375		12,708.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Subs for Data Chats	998.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			Subs for Planning Days	2,554.00
G1A3	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Support with RTI Instruction	32,000.00
G1A3	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2500		6,663.00
G1A3	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Support with RTI Instruction	23,435.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.1875		4,998.00
G1A4	Title 1 Basic	Attendance & Social Work Servic	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	**HSL duties from Title I cannot be used for translation of mandatory items such as ELAC and IEP**	14,787.00
G1A4	LCFF: EL	Instruction	Teacher-Subs			Subs for ELPAC Assessors	2,002.00
G1A4	LCFF: EL	Instruction	Mat & Supp			: ELL Materials and Supplies	1,536.00
G1A4	LCFF: EL	Parent Participation	Cls Sup-Sup			Subs for Translators	1,010.00
G1A4	LCFF: EL	Parent Participation	Mat & Supp			: Parent Materials	500.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts	25,982.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Save Mart	4,000.00
G4A1	Title 1 Basic	Guidance & Counseling Services	Subagreements			Hand in Hand/Joint Opportunities : SEL Supports	15,000.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			Planning for PLCs after-school duty hours	3,292.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Rewards & Incentives	5,500.00
G4A1	Sup & Conc	Guidance & Counseling Services	Subagreements			Hand in Hand/Joint Opportunitis : SEL Support	45,000.00

G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.3750	24,502.00
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 Span	0.3750	24,502.00
						<b>\$371,575.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$76,426.00
Sup & Conc	7090	\$257,049.00
LCFF: EL	7091	\$38,100.00
<b>Grand Total</b>		<b>\$371,575.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$223,497.00
G2 - All students will engage in arts, activities, and athletics	\$29,982.00
G4 - All students will stay in school on target to graduate	\$118,096.00
<b>Grand Total</b>	<b>\$371,575.00</b>