

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 flourish extending to the right.

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

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

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

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

Consolidated Program Assurances

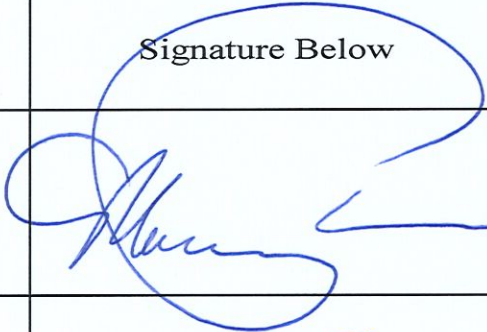
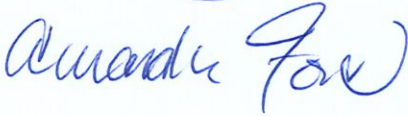
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school’s English Learners’ Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p>
<p>Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement 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 - Amanda Ford		X			
3. Cochair person – Danielle Eaton		X			
4. Leslie Godia		X			
5. Lisa Martinez			X		
6. Christa Lisbon				X	
7. Kaylynn Corchado				X	
8.					
9.					
10.					
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: Thomas Elementary			
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		April 15, 2021
SSC Chairperson	Amanda Ford		April 15, 2021

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2021/22

Thomas - 0450

ON-SITE ALLOCATION

3010	Title I	\$77,050 *
7090	LCFF Supplemental & Concentration	\$259,545
7091	LCFF for English Learners	\$38,880
7099	School Opening Support <i>(New! One-time funds)</i>	<u>\$29,315</u>
TOTAL 2021/22 ON-SITE ALLOCATION		\$404,790

* 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	\$2,010
Remaining Title I funds are at the discretion of the School Site Council	<u>\$75,040</u>
Total Title I Allocation	\$77,050

Thomas Elementary 2021-2022 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
I-Ready ELA D2 On Level		35.59 %	2020-2021	42.59 %
I-Ready Math D2 On Level		26.01 %	2020-2021	33.01 %

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

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

I-Ready ELA D2 On Level

iReady ELA D2 On/Above Level

Kinder - 80.68%

1st - 29%

2nd - 25%

3rd - 41.66%

4th - 26.14%

5th - 22.31%

6th - 29.29%

AA - 20%

Asian - 29%

SPED - 19%

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

I-Ready ELA D2 On Level

There were several variables that may have contributed to student scores on i-Ready this year. The primary concern being school closure and distance learning. Other variables that we worked hard to address were the number of students that did not have a computer or device to participate in class on a daily basis. Our team made phone calls, home visits and provided opportunities for parents and student to receive support in-person, on TEAMS or by phone. This was evidenced by Attendance data and higher than usual D's and F's site-wide.

I-Ready Math D2 On Level

There were several variables that may have contributed to student scores on i-Ready this year. The primary concern being school closure and distance learning. Other variables that we worked hard to address were the number of students that did not have a computer or device to participate in class on a daily basis. Our team made phone calls, home visits and provided opportunities for parents and student to receive support in-person, on TEAMS or by phone. This was evidenced by Attendance data and higher than usual D's and F's site-wide.

Homeless - 66.67%
Foster Youth - 27.27%
ELLs - 15.48%
Soc. Dis - 27.64%
I-Ready Math D2 On Level
Kinder - 62.18%
1st - 17.74%
2nd - 15.58%
3rd - 16.17%
4th - 14.18%
5th - 18.28%
6th - 19.25%
AA - 18.75%
Asian - 20.39%
SPED - 6.57%
Homeless - 0%
Foster Youth - 18.18%
ELLs - 20.69%
Soc. Dis - 18.62%

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

Students will be identified who are below benchmark on i-Ready, ELPAC, or receiving D's or F's and given priority in-person additional support on Monday's or added to our in-person cohorts Tues-Friday.

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

Students continuing to fall below in benchmarks will be identified to receive additional Tier 2 & 3 supports during instructional day and given priority for after-school tutoring. A focus will be on improving language acquisition and literacy through designated and integrated ELD. designated and integrated ELD will occur daily at appropriate EL proficiency levels for all ELLs.

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:

- Reviewed current 2020-21 school data and SPSA
- Reviewed i-Ready, grades and ELAC data
- Identified areas of possible need and support
- Reviewed current 2020-21 budget and approved budget transfers of unused monies to maximize use of monies to best support student achievement.

2 ELAC:

- Parents met monthly
- Parents participated in survey to share with SSC on possible expenditures to support students and LTELs
- Parents made suggestions to SSC about additional after-school tutoring
- Parents attended a book student to build capacity

3 Staff:

- Staff were given a survey to identify needs and review the effectiveness of current budgeted items
- Staff were given opportunity to identify additional needs of students in distance learning and maximize unspent monies to support students/families.

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.

In addition, our ILT will continue to address and find ways to support and build staff and student capacity in our four areas of Focus for equity, diversity, and inclusion: Social Action, Culturally Responsive Practices, Cultural Proficiency, and Multicultural Experiences.

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.

Our goal is to increase students on or above benchmark as measured by i-Ready by 10-20% in 2021/22. We will monitor growth through use of grade level CFAs, i-Ready monitoring data.

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 2021-22 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
- "English Learners" Power BI

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 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:

TIER 1 -

- Regular Professional Learning 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 include a representative from K-6th grades and 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
- 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
- Supplemental supports utilized to support all students
 - Using scaffolds as needed for specific students that might not need it
 - After school tutoring will work with lead teachers on what specific supports these students will need

TIER 2 -

- 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
- 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

Additional ideas to 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 verses 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
- rPogress monitoring to be completed through the IEP process and progress of IEP goals (quarterly at min).
- Our ILT will continue to address and find ways to support and build staff and student capacity in our four areas of Focus for equity, diversity, and inclusion: Social Action, Culturally Responsive Practices, Cultural Proficiency, and Multicultural Experiences.
- 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
 8. Foster Youth/Homeless

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.
- 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

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 Academic Acceleration (Springboard A4) tutoring.
- Identify Tier 2 & 3 students following CFAs and Benchmark assessments and provide RTI

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 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.

In addition, our ILT will continue to address and find ways to support and build staff and student capacity in our four areas of Focus for equity, diversity, and inclusion: Social Action, Culturally Responsive Practices, Cultural Proficiency, and Multicultural Experiences.

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 2021-22 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

Owner(s):

Timeline:

- Common Formative Assessments (1st - 6th)
- iReady (K-6th)
- Subgroup data - Data Dashboard
- IABs (3rd-6th)
- "English Learners" Power BI

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

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

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

Thomas will utilize the following to support student achievement:

TIER 1 -

- Regular Professional Learning 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 include a representative from K-6th grades and 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
- 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

- Supplemental supports utilized to support all students
- - Using scaffolds as needed for specific students that might not need it
 - After school tutoring will work with lead teachers on what specific supports these students will need

TIER 2 -

- 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
-
- 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

Additional Supports

- 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.
- Progress monitoring to be completed through the IEP process and progress of IEP goals (quarterly at min).
- Our ILT will continue to address and find ways to support and build staff and student capacity in our four areas of Focus for equity, diversity, and inclusion: Social Action, Culturally Responsive Practices, Cultural Proficiency, and Multicultural Experiences.
- 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
 8. Foster/Homeless

Specify enhanced services for EL students:

- 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

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 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.

conversations, a small group pull back to support their specific needs based on their English language development

- iReady, Illuminate, and other electronic assessments and support materials may be utilized to support Tier 2 & 3 interventions.

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 an instructional assistant will assist in supporting teacher instruction during a focused ELA/Math intervention time.

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
- Additional 3 California Teaching Fellows will be contracted to support students after-school

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.
- "English Learners" Power BI
- Progress monitoring to be completed through the IEP process and progress of IEP goals (quarterly at min).
- 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
 8. Foster/Homeless

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:

- 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.

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
 - 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.

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. designated and integrated ELD will occur daily at appropriate EL proficiency levels for all ELLs.

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. Daily

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

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

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0450 Thomas Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for Planning Days	12,002.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	Also G1A2	14,973.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2500	Also G1A2	6,868.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	Also G1A2	11,988.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Copy Paper	6,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Beginning of the Year Materials	500.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies	3,162.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology	25,000.00
G1A1	Sup & Conc	Instructional Supervision & Adm	Off Eq Lease			: Ricoh/Copier Lease	10,000.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst I	0.4375	Also G1A2	12,015.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.1875	Also G1A2	5,150.00
G1A1	One-Time School	Instruction	Mat & Supp			: Materials and Supplies to support students in Distance Learning or to close achievement gaps in Tier 2 & 3 identified students.	8,929.00
G1A2	Sup & Conc	Instruction	Cons Svc/Oth			MLD : Math Lesson Design for 5th & 6th Grades	9,000.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			Subs for Planning Days	2,342.00
G1A3	Title 1 Basic	Instruction	Bks & Ref			: Online Subscriptions	11,000.00
G1A3	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows with Support for RTI	34,010.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			Subs for IEP, SST, & 504	9,018.00
G1A3	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows with Support for RTI	22,974.00
G1A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.3750		23,649.00
G1A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.3750		23,648.00
G1A3	One-Time School	Instruction	Subagreements			California Teaching Fellows Foundation : 3 CTF Tutors will support Tier 2 students and LTELs.	11,456.00
G1A4	Sup & Conc	Attendance & Social Work Service	Local Mileag			: Mileage	200.00
G1A4	LCFF: EL	Instruction	Teacher-Subs			Subs for ELPAC Assessors	2,049.00
G1A4	LCFF: EL	Instruction	Mat & Supp			: EL Materials & Supplies	2,014.00
G1A4	LCFF: EL	Parent Participation	Cls Sup-Sup			Subs for Translators	982.00

\$268,929.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	80 %

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

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student-centered real world learning experience - Site Defined

This is a new goal for Thomas. The closest thing we had in our current SPSA is our School Leadership, College & Career, and Goal 3 field trips. However, with school closure and distance learning this was difficult to meet any of the goals that we had hoped to achieve this year. While grade levels did attend virtual field trips for Goal 2 we were not able to align any to our Goal 3.

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

Student-centered real world learning experience - Site Defined

This is a new goal for Thomas. The closest thing we had in our current SPSA is our School Leadership, College & Career, and Goal 3 field trips. However, with school closure and distance learning this was difficult to meet any of the goals that we had hoped to achieve this year. While grade levels did attend virtual field trips for Goal 2 we were not able to align any to our Goal 3.

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

This is a new goal for Thomas. The closest thing we had in our current SPSA is our School Leadership, College & Career, and Goal 3 field trips. However, with school closure and distance learning this was difficult to meet any of the goals that we had hoped to achieve this year. While grade levels did attend virtual field trips for Goal 2 we were not able to align any to our Goal 3.

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

For the 2021-22 school year 98% of Thomas 3rd-6th grade students will participate in our College & Career learning opportunities such as Bricks 4 Kids, Cooking Class, Visiting Local or UC Campuses, etc. This is in alignment with our stated goal: **All Thomas Tigers Stay in School and Graduate On-Time With Their Peers.**

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:

- Surveys to gather input

2 ELAC:

- Surveys to gather input
- Monthly meetings to share and learn from each other

3 Staff:

- Surveys to gather input

Action 1

Title: Career Path - 4th - 6th grades

[Action Details:](#)

In 2021-22 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](#)

- 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.

[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.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0450 Thomas Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Direct-Graph			: Graphics	1,500.00

\$1,500.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		15.85 %	2020-2021	13.85 %
Suspensions students with 1 or more		0 %	2020-2021	2 %

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

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

Chronic absenteeism: We had planned to address our Chronic Absenteeism with the addition of our 3.5 FTE HSL, RCA and Hand-in-Hand Mentors. We also had added a team to review weekly attendance and connect with parents/students with chronic absenteeism. Due to Covid-19 and school closures our Chronic Absenteeism rose 5%. We attempted to increase support as the year progressed by redirecting support to determine what was keeping students from attending class. We made phone calls, home visits and set up phone and in-person support prior to our FLATs District team setting up. Change in scheduling due to Purple and Red tiers and parent child care/work schedules also contributed to student attendance issues. Our RCA and Hand-in-Hand mentors met daily to plan and work with identified students who were struggling academically or SEL.

Suspensions students with 1 or more

Our suspension rate for 2020-21 was 0% due to Covid-19 school closure. However, our previous year's suspension rate was 3.4% and expected to decrease with the addition of our Hand-in-Hand mentors and RCA supports. We also have been working at identifying students with chronic Tier 2 and 3 misbehaviors to connect them to site supports and reduce suspensions. Our HSL met weekly with parents and even started a book club to support families with discipline in the home "How to discipline without tears."

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

Chronic Absenteeism

- Students not having devices or broken devices
- Parents/Students had to be trained to use TEAMS and understanding new synchronous/asynchronous schedules

Suspensions students with 1 or more

This was not a problem as we didn't have any suspensions this year in Distance Learning.

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

Due to school closure and distance learning, incentives and supports were reallocated to support devices and materials/supplies to support students and teachers with daily instruction.

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

- Use 7099 funds to provide additional after-school tutoring
- Use 7099 funds to repair or replace broken technology and increase participation
- We will continue to fund our RCA, HSL and Hand-in-Hand Mentors to support chronic absenteeism and suspensions and 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:
- Shared data with SSC
 - Review of SPSA & Budget to address Goal

- 2** ELAC:
- Enlisted input for LCAP and SPSA
 - Book club - "How to Discipline Without Tears"

- 3** Staff:
- Safe and Civil Team enlists input regarding Chronic absenteeism and misbehaviors
 - Surveys

Action 1

Title: After-School Activities

Action Details:

In 2021/22 Thomas will increase the amount of clubs and after-school activities available to all students K-6th.

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:

- 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.

- Instructional Leadership Team
- Administrative Team

- 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:

Specify enhanced services for low-performing student groups:

- Quarterly data review to ensure equity and access
- Outreach to families in their Primary Language and survey students regarding their interests.
- Sharing information in home language of parents at ELAC meetings and other events involving or seeking input from the Thomas Community.
- 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
 8. Homeless/Foster Youth

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), PLC teams along with academic planning will include a focus on building student self-efficacy. The Climate Culture 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 Climate Culture Team I 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. The Climate Culture 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):

- Climate Culture 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):

- 0.4375 hour FTE Home School Liaison
- 0.75 FTE Resource Counseling Assistant (Spanish)

- Hand-in-Hand Mentors will be utilized to support students with chronic levels of misbehaviors and absenteeism.
- 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 Climate Culture Team training
- Extra Pay contracts for Climate Culture Team
- Materials and supplies to support SEL initiatives or incentives.
- Use of our GVC to develop SEL Skills, 2nd Step, and build capacity for all students

Specify enhanced services for EL students:

- PLC teams identify ELL students in need of SEL supports
- SSTs will identify ELL students in need of SEL supports

Specify enhanced services for low-performing student groups:

- Our RCA (EL/Spanish) and Hand-in-Hand mentors will be utilized for students with chronic Tier 2 and 3 behaviors.
- SSTs will be held monthly to support students with chronic behaviors or in need of SEL supports.
- 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
 8. Homeless/Foster Youth

Action 3

Title: Cultural Diversity Celebrations

Action Details:

A monthly calendar will be provided to all staff, students, and families that will highlight cultural celebrations. This will allow teachers, staff and families to learn about what makes our Tiger Community - *Many Stripes One Tiger*. Every Friday we will host a Community Celebration to recognize our Heritage Focus and recognize the art, dance, poetry, and people.

Our ILT will continue to address and find ways to support and build staff and student capacity in our four areas of Focus for equity, diversity, and inclusion: Social Action, Culturally Responsive Practices, Cultural Proficiency, and Multicultural Experiences.

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

- Monthly Calendar of Events
- Products and Videos uploaded into Teams Shared Folder

Owner(s):

- Climate and Cultural Team
- Administrators
- Teachers
- Staff

Timeline:

Monthly Focus

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

- Cross-curricular activities that align to our focus cultural heritage
- Books
- Videos
- Special guests, including those who are multilingual and can share their language story.

Specify enhanced services for EL students:

- Books
- Videos
- Participation in activities that build language and cultural opportunities

Specify enhanced services for low-performing student groups:

- Books at various levels for student access
- Participation in activities to build language

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0450 Thomas Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts	23,944.00
G3A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for PLC Planning After School Duty Hours	2,752.00
G3A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Hand In Hand Mentoring : Hand and Hand Mentors to Support SEL	15,000.00
G3A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Hand In Hand Mentoring : Hand and Hand Mentors to Support SEL	54,000.00
G3A3	Sup & Conc	Instruction	Mat & Supp			: Save Mart	3,500.00

\$99,196.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Student Survey - Caring adult		74.43 %	2019-2020	81.43 %
Staff Survey – Overall Positive in Belonging Domain		83.28 %	2019-2020	91 %
Staff Goal - Site Defined		0 %	2020-2021	2 %

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

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Goal - Site Defined

This is a new goal for us this year so we don't have exact data to show growth but looking at our Panorama data we showed growth in all areas for Teachers & Staff with Safety being the greatest area of growth 7%

Staff Survey – Overall Positive in Belonging Domain

We showed growth in all areas of Teacher and Staff as reflected in Panorama:

District Vison - 100% (2% increase)

Climate & Support for Academic Learning - 99% (4% increase)

Safety - 97% (6% increase)

Sense of Belonging - 93% (4% increase)

Student Survey - Caring adult

This year with distance learning proved to be a real challenge in school/home connectedness. Our team increased opportunities to connect with their teacher or mentors through Teams. We added opportunities to celebrate student and classroom work in our Friday Community Celebrations as a result our Panorama data on School Belonging rose 2%.

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

Staff Goal - Site Defined

Many of our support staff did not have technology to support distance learning. We went to our SSC to identify and move monies in our budget to insure that all staff had materials and supplies to support teachers and students for distance learning.

Staff Survey – Overall Positive in Belonging Domain

Distance learning brought a huge challenge to keep a large staff connected. We utilized Teams and our Climate and Culture Team to create opportunities for staff to support our SCC theme, "You've Got a Friend in Me" T-Shirts were purchase for all staff and emails and communication were maximized to communicate and include all staff in opportunities to serve and supports students/families.

Student Survey - Caring adult

Our Panorama data from 2020 highlighted our students connectedness with a caring adult as a gap. With the added challenge of school closure and distance learning this was a real challenge to have our students feel that they had a caring adult to turn to when they needed support academically or for social-emotional support. We provided several PL opportunities to Staff to assist with staying connected with students and starting each day of with the 3 C's - **Connect**, Clarify, Quality Content,

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

The biggest challenge we faced this year was school closure and supporting all staff as we shifted to distance learning and how to still stay connected to students and feel connected to Thomas. Our SSC redirected unspent monies to purchase materials and supplies for staff to provide quality instruction and to support Tiered levels of support. We also maximized all support staff to support in-person small cohorts and for grab and go materials and supplies.

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

By February 2022 staff Panorama data on " Sense of Belonging" will increase to 96% by utilizing feedback and survey data to identify areas that we can improve and having our School Climate and Culture Team create opportunities for all staff to participate and feel included.

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:

- Surveys for staffing needs that align to SPSA Goals

2 ELAC:

- Regular meetings to improve school/home connectedness
- Surveys to gather input

3 Staff:

- Surveys
- Professional Learning Feedback

Action 1

Title: Recruitment and retention of staff

[Action Details:](#)

Panorama Staff data will be utilized to determine areas of improvement and need to identify professional learning opportunities or for our Climate and Culture team to address problem areas. We will also use Thomas demographic data to determine significant subgroups. Hiring panels/teams will be made up of staff and stakeholders to provide input on future hiring of staff that represent the diversity of Thomas. Our goal is to recruit the best and brightest and to retain and build capacity of our current staff.

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](#)

- Panorama Staff Survey Data
- Feedback from Professional Learning
- Annual Needs Assessment Staff Data

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

- Administration
- Staff

[Timeline:](#)

- Annually
- Following PL

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

- Climate and Culture Coach will support our SCC team in reviewing data, planning and implementing goals
- Professional books will be purchased to support teachers and staff
- Professional learning opportunities will be provided to all staff to build capacity to support all students.

Specify Professional Development or Staff Services to support EL students:

- Professional development will be provided to increase the redesignation of ELLs and LTELs.

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

- Professional development will be provided to support Tier 2 instruction.
- Professional learning opportunities will be shared with all staff to build capacity

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0450 Thomas Elementary (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for Peer Observations ** NO IEPS **	3,477.00
G4A1	Sup & Conc	Instruction	Direct-Maint			: Maintenance	3,000.00
G4A1	LCFF: EL	Instruction	Teacher-Subs			Subs for Data Chats	995.00

\$7,472.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Family Goal - Site Defined		0 %	2020-2021	90 %

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

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined

Our HSL was funded to improve school/home connectedness. She currently meets with families weekly for a coffee hour to share important site/District updates and has started a book club to address discipline in the home - "How to Discipline Without Tears." Our parenting classes were all online this year through Parent University and I don't believe we had as many parents attend as our parents like the make-it-take-it courses best. This is a new goal and did not have a specific goal aligned to this goal. Our previous goal pertained to chronic absenteeism and suspensions. We looked at our Panorama data for students, staff and families to determine that School Connectedness. We also used feedback from student and parents survey on what they needed to support Distance Learning and "Support with technology" rated the highest need. Specifically with TEAMS and Microsoft Suite ; Word, PowerPoint, OneDrive and Outlook.

Our HSL will also support attendance and involvement in ELAC and other Parent Activities.

Our HSL will also ensure there is EL parent input into the Thomas SPSA and other school activities that support the interests of EL students.

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

Family Goal - Site Defined

Feedback data from family survey of needs during Distance Learning identified "Support with technology" as the highest need. Specifically with TEAMS and Microsoft Suite; Word, PowerPoint, OneDrive and Outlook being the programs parents/students requested the most support.

The second highest need was around understanding asynchronous work and missing assignments.

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

Our 2020-21 SPSA and Budget anticipated the return of students to in-person instruction and based our support to families. As a result of school closure and distance learning, our SSC reallocated monies to best support students/families/teachers with technology support and supplies aligned to academic achievement.

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

Our new goal is by June of 2022 a minimum of 90% of parents will participate in at least one school activity that supports their child's academic or social emotional learning as evidenced by parent participation, ELAC, Coffee Hour, Parent University, Valley PBS, etc... attendance sheets.

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:

- SPSA and Budget Review
- Surveys - LCAP & SPSA input

2 ELAC:

- Surveys
- ELAC input

3 Staff:

- Staff surveys

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

- 0.4375 hour FTE Home School Liaison
- 0.75 FTE Resource Counseling Assistant (Spanish)
- 3 Hand-in-Hand Mentors to support students with chronic levels of Misbehavior and Chronic Absenteeism .
- 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 Direct Service and Opportunities for parents and families to support EL students:

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

Specify Direct Service and Opportunities for parents and families to support 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
 8. Homeless/Foster Youth

Action 2

Title: Parenting Classes

Action Details:

Thomas will continue our partnership with Valley PBS, Parent University, and our Home School Liaison to offer the broadest array of choices to our parents/community. The purpose of our classes are to inform, bring clarity and build capacity.

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

This is a new Action and currently have not collected data outside of Panorama or survey data from our Home School Liaison.

Owner(s):

Administrators
HSL
Staff

Timeline:

Monthly

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

- Babysitting will be provided to allow parents/community to be fully present in class.
- Materials and Supplies will be provided for parents aligned to class.

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

Monthly meetings will be provided to our EL families to provide support and gather input to support students.

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

Parents will be contacted and invited to attend parenting classes and coffee hour.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0450 Thomas Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	Also G5A2 - May not be used to translate for mandatory items (i.e. ELAC, IEPs)	13,262.00
G5A1	Sup & Conc	Instruction	Mat & Supp			: Rewards & Incentives	3,500.00
G5A1	LCFF: EL	Instruction	Mat & Supp			: Rewards & Incentives	1,200.00
G5A1	One-Time School	Instruction	Direct-Maint			: Repairs to student technology to improve attendance in-person or in distance learning	8,930.00
G5A2	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting	301.00
G5A2	LCFF: EL	Parent Participation	Mat & Supp			: Parent Training Materials	500.00

\$27,693.00

2021-2022 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	Sup & Conc	Instruction	Teacher-Subs			Subs for Planning Days	12,002.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	Also G1A2	14,973.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2500	Also G1A2	6,868.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	Also G1A2	11,988.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Copy Paper	6,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Beginning of the Year Materials	500.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies	3,162.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology	25,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Off Eq Lease			: Ricoh/Copier Lease	10,000.00
G1A1	Sup & Conc	Instructional Library, Media & Tech	Cls Sup-Reg	Paraprof, Computer Lab Asst I	0.4375	Also G1A2	12,015.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.1875	Also G1A2	5,150.00
G1A1	One-Time School	Instruction	Mat & Supp			: Materials and Supplies to support students in Distance Learning or to close achievement gaps in Tier 2 & 3 identified students.	8,929.00
G1A2	Sup & Conc	Instruction	Cons Svc/Oth			MLD : Math Lesson Design for 5th & 6th Grades	9,000.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			Subs for Planning Days	2,342.00
G1A3	Title 1 Basic	Instruction	Bks & Ref			: Online Subscriptions	11,000.00
G1A3	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows with Support for RTI	34,010.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			Subs for IEP, SST, & 504	9,018.00
G1A3	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows with Support for RTI	22,974.00
G1A3	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.3750		23,649.00
G1A3	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.3750		23,648.00
G1A3	One-Time School	Instruction	Subagreements			California Teaching Fellows Foundation : 3 CTF Tutors will support Tier 2 students and LTELs.	11,456.00
G1A4	Sup & Conc	Attendance & Social Work Services	Local Mileag			: Mileage	200.00
G1A4	LCFF: EL	Instruction	Teacher-Subs			Subs for ELPAC Assessors	2,049.00
G1A4	LCFF: EL	Instruction	Mat & Supp			: EL Materials & Supplies	2,014.00
G1A4	LCFF: EL	Parent Participation	Cls Sup-Sup			Subs for Translators	982.00
G2A1	Sup & Conc	Instruction	Direct-Graph			: Graphics	1,500.00
G3A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts	23,944.00
G3A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for PLC Planning After School Duty Hours	2,752.00
G3A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Hand In Hand Mentoring : Hand and Hand Mentors to Support SEL	15,000.00
G3A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Hand In Hand Mentoring : Hand and Hand Mentors to Support SEL	54,000.00

G3A3	Sup & Conc	Instruction	Mat & Supp		: Save Mart	3,500.00	
G4A1	Title 1 Basic	Instruction	Teacher-Subs		Subs for Peer Observations ** NO IEPS **	3,477.00	
G4A1	Sup & Conc	Instruction	Direct-Maint		: Maintenance	3,000.00	
G4A1	LCFF: EL	Instruction	Teacher-Subs		Subs for Data Chats	995.00	
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	Also G5A2 - May not be used to translate for mandatory items (i.e. ELAC, IEPs)	13,262.00
G5A1	Sup & Conc	Instruction	Mat & Supp		: Rewards & Incentives	3,500.00	
G5A1	LCFF: EL	Instruction	Mat & Supp		: Rewards & Incentives	1,200.00	
G5A1	One-Time School	Instruction	Direct-Maint		: Repairs to student technology to improve attendance in-person or in distance learning	8,930.00	
G5A2	Title 1 Basic	Parent Participation	Cls Sup-Sup		Babysitting	301.00	
G5A2	LCFF: EL	Parent Participation	Mat & Supp		: Parent Training Materials	500.00	
						\$404,790.00	

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$77,050.00
Sup & Conc	7090	\$259,545.00
LCFF: EL	7091	\$38,880.00
One-Time School	7099	\$29,315.00
Grand Total		\$404,790.00

Goal Totals	Budget Totals	
G1 - Improve academic performance at challenging levels	\$268,929.00	
G2 - Expand student-centered and real-world learning experiences	\$1,500.00	
G3 - Increase student engagement in their school and community	\$99,196.00	
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$7,472.00	
G5 - Increase inclusive opportunities for families to engage in their students' education	\$27,693.00	
Grand Total		\$404,790.00