



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Starr King K-8 School	34-67447-6034920	June 13th, 2022	June 28th 2022

Purpose and Plan Summary

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Additional Targeted Support and Improvement

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable student outcomes. It also serves as the Additional Targeted Support and Improvement Plan.

Summarize the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

SPSA Goals were created to align with the District LCAP goals: Authentic Relationships: Strong, positive and proactive relationships are critical to student success, engagement and success. We believe that relationships and communication between students, families, staff, teachers, administrators are the foundation of a strong school and district culture. Safe & Connected Communities: We are dedicated as a district to create a culture and community in our schools and across the district that is welcoming, culturally responsive, and supportive. Effective learning environments are created when students, staff and families are emotionally, physically and socially safe. Engaging, Rigorous and Relevant Learning for Every Student: Every SJUSD student is provided with (academic, social, and emotional) learning experiences that are relevant, rigorous and engaging. Students have tiered supports based on their specific needs to ensure that they are able to meet their potential and individual career and college goals. Supporting and Empowering Staff:

Ensuring that staff have the tools, resources, training and professional learning that promotes positive district culture. Our capacity and collective efficacy as a team ensures our students are served at the highest level.

Goal 1: Connected School Communities

Goal 2: Healthy Environments for Socio-Emotional Growth

Goal 3: Engaging Academic Programs

Goal 4: Clear Pathways to Bright Futures

Site goals include actions, services and expenditures that meet the state and federal requirements.

Title I funded activities:

- Are aligned to meet the challenging State academic content standards (Every Student Succeeds Act [ESSA] sections 1112[a][3][B][i] and 1112[b]);
- Are evidenced-based educational strategies (ESSA sections 1003[b][1][B]; 1114[d]; and 1115[h]);
- Are reasonable, necessary, and allocable cost to the program (2 CFR 200.404 - 200.405);
- Supplement the funds that would, in the absence of such funds, be made available from State and local sources, and do not supplant such funds (ESSA Section 1118[b][1]);

All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

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Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

At Starr King, site data is regularly reviewed and discussed in school leadership team meetings, School Site Council team meetings, ELAC meetings, whole staff meetings, and in grade level teams. Input is gathered from each of these groups to inform action items in our SPSA. Staff input is gathered via a survey and collaborative meetings.

Data was shared and input was gathered at staff meetings, ELAC meetings, and School Site Council meetings. Staff was digitally surveyed as to what resources they feel make an impact on the site based on data, and had conversations at both the School Site Leadership Team level and whole staff level. As a SSC, we met five times during the 2021-22 school year, and each time, we shared data and engaged in rich conversation. The council consists of parents, students, teachers, other staff, and the principal. The SSC was concerned about the effects of the pandemic on students academic and social-emotional well being. They were supportive of our UA model and the need to increase supports for middle school students and English Language Learners. The ELAC committee

attendance was lower as the year progressed. They were also vocal about the struggles of returning to in-person learning and concerned for their students being ready for the next grade. Some of the ELAC topics were empathy gathering, high school grad requirements, the ELPAC assessment, and celebrating reclassified students. They vocalized the need for tutoring, which we were able to provide through online BIA student support. The SPSA was shared with all stakeholder groups, and input was gathered digitally and via Zoom.

In January-February of 2022, SSC, ELAC, Leadership Team, and staff engaged in conversations around data to plan for the 2022-23 school year. After discussion and data analysis, a survey was sent out digitally to gather stakeholder input. The SSC reviewed the survey which indicated a strong need for increased academic intervention and social emotional supports for students as a result of learning loss due to the pandemic. Another area of concern was the need for increase technological supports.

The overall planning for the 2022-23 school year was done in March-April, and areas of need and funding were determined based on data and discussion.

Throughout the 2021-22 school year, the school Site Leadership Team met weekly to plan site professional learning around high quality instruction and continue to meet the intervention needs and social emotional needs while in distance and hybrid learning. The SLT continued to focus on how to best support teachers and students through a in-person model and how best to provide professional learning opportunities as it applies to social justice/anti-bias instruction.

Staff conversations in August and September were around data, comprehensive needs assessment, resources needed to support returning from distance learning how to engage students/increase attendance, how to increase family communication and involvement, and how to mitigate learning loss.

School Site Council elections were held in September, and SSC met in October to review/discuss current data, 2020-21 data, Comprehensive Needs Assessment, site budget, resources needed to support learning loss and utilize grant funding sources gained.

English Language Advisory Committee (ELAC) met in September to review and discuss the purpose of ELAC, SPSA, hold elections, discuss DELAC, discuss resources and supports for EL students, and gain input to inform SPSA and future ELAC meetings.

Involvement in the annual review and update of the SPSA also includes the following:

- Review of goals and related data by School Site Council in Fall
- Input and approval of SPSA by School Site Council

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Our students furthest from opportunity (SES, students with IEPs, Latinx, BIPOC and Pacific Islander students) have less resources in the community and at home support to academically succeed compared to their peers.

Through the Comprehensive Needs Assessment process with a focus on transitioning from a year of distance learning to on campus learning, the focus of this plan is to address resource inequities

related to mitigating learning loss. Actions are designed to increase academic achievement and social emotional learning through data-driven, standards-aligned instruction, intervention, effective communication and increased social-emotional resources.

Data driven, standards aligned instruction - Utilizing frameworks, standards, and the PLC model, teachers will work collaboratively to develop standards-aligned common formative assessments and instruction. Collaboration time will need to be utilized to analyze CFAs and determine next step in instruction.

Intervention: Student learning loss varies according to each student's circumstance. There is an inequity in learning loss based on poverty, language proficiency and environmental factors. There is a need for an indicator of learning loss so that each student's situation can be addressed appropriately. Intervention will be critical to eliminating learning gaps. Universal Access blocks, grades K-8, will be necessary to address all students' needs.

In the last six years, Starr King focused heavily on utilizing data to drive instruction. Starr King has committed to providing small group instruction in grades K-6. Starr King has engaged in professional learning around ELD, but there is still more growth needed in this area, as over 60% of our students are English Learners. While the district has offered intense trainings in K-2 guided reading over the years, as a site, Starr King focused on the science of reading and the teaching of foundational reading skills. Other than site learning, there has not been a heavy focus in ELA or math for grades 3-8 at the district level.

With the increase in EL students, there is a need to strengthen designated and integrated ELD and focus on developing language targets for all lessons. In addition, there is a need to heighten focus around utilizing/emphasizing academic vocabulary. Data shows that we need to engage in learning around mathematical practices and the math framework.

Resources have been allocated in the areas identified in the Root Cause Analysis; however, based on the data, more resources should be allocated in the areas of intervention, EL support, enrichment, and professional learning for teachers.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Connected School Communities

LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

SPSA/Goal 1

Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities our school has to offer.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

With the 2021-22 school year being the first year back to in person learning, Starr King focused heavily on communicating with parents and tracking student engagement. Starr King utilized multiple forms/platforms (such as Class Tag which translates text) of communication to keep our families informed. We utilized an internal distance engagement document to identify students in need and make connections. Back-to-School Night, Parent Teacher Conferences, ELAC meetings, and School Site Council meetings were all held virtually at first then slowly integrated back to in-person. In addition, Starr King did a modified version of Academic Parent Teacher Team focused on helping parents support back to in-person learning. The goal was to balance family events with academic events and community building events. The APTT model was appreciated by so many families, and staff received positive feedback from those providing translations and those attending the meetings.

What worked and didn't work? Why? (monitoring)

Many different areas in academic progress worked. Universal Access groups, having a Refugee Coordinator was a huge help and offering online options were valuable tools to assist parents participate in ELAC and Site Council meetings.

What modification(s) did you make based on the data? (evaluation)

Starr King modified meetings as much as possible to accommodate parents and to follow state mandates. During family meetings, we received input from families to assist in the areas of academic support and tools to help students improve their writing and reading fluency.

**2021-22
Identified Need**

Connected School Communities
Welcoming school environments that value all students and families: Provide a foundation for effective learning through identification of needs and supports (assets), caring staff will coordinate and connect students and families to targeted resources, to help them access the best opportunities our schools have to offer and thrive.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Winter 2021-22 School Survey - Overall rating of questions in the parent involvement section. Percent strongly agree/agree.	Overall rating of the parent involvement portion of the Winter 21-22 survey: 73%, staff 81.0%.	Expected outcome of a minimum of 5% increase, resulting in a minimum of 86.%.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Provide family engagement activities, events, and resources to build community and	All Students English Learners X Low-Income Students Foster Youth Other	Staff	Title I Part A Parent Involvement 5000-5999: Services And Other	5,000 1,863	School year 2022-23

	increase academic achievement			Operating Expenditures Title I Part A Parent Involvement 4000-4999: Books And Supplies		
1.2	Provide support for marginalized students with academic achievement, and family stabilizations services. Support students with experiencing a sense of safety & belonging, building strong social bonds, and positively engaging in academic activities. As applicable, parents will be connected to additional services.	All Students X English Learners X Low-Income Students Foster Youth X Other	Staff	Title I Part A Site Allocation 4000-4999: Books And Supplies Title I Part A Parent Involvement 4000-4999: Books And Supplies	13,000 5,611	School Year 2022-23

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Healthy Environments for Bright Futures

LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

SPSA/Goal 2

Starr King will actively engage and build trusting relationships with students, families, and our diverse community to create a unified, collaborative learning environment focused on academic success and the social/emotional well-being for each student.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

With the 2021-22 school year being the first year back to in person learning, Starr King focused heavily on communicating with parents and tracking student engagement. Starr King utilized multiple forms/platforms (such as Class Tag which translates text) of communication to keep our families informed. Administration utilized an internal distance engagement document to identify students in need and make connections. Back-to-School Night, Parent Teacher Conferences, ELAC meetings, and School Site Council meetings were all held virtually at first, then slowly integrated back to in-person. In addition, staff did a modified version of Academic Parent Teacher Team focused on helping parents support back to in-person learning. One goal was to balance family events with academic and community building events. The APTT model was appreciated by so many families, and staff Receive positive feedback from those providing translations and those attending the meetings.

The following data is used to monitor student progress on curriculum-embedded assessments and modify instruction:

- Analysis of student work

- Class-based Formative Assessments
- Class-based Summative Assessments
- Student Grades
- CAASPP Scores

What worked and didn't work? Why? (monitoring)

Many different areas in academic progress worked. Universal Access groups, having a Refugee Coordinator was a huge help and offering online options were valuable tools to assist parents participate in ELAC, Site Council meetings and other like IEP's and 504's.

What modification(s) did you make based on the data? (evaluation).

Starr King modified meetings as much as possible to accommodate parents and to follow state mandates. During family meetings, staff received input from families to assist in the areas of academic support and tools to help students improve their writing and reading fluency.

2021-22

Identified Need

Healthy Environments

Welcoming school environments that value all students and families provide a foundation for effective learning. All district stakeholders will cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social emotional learning.

Annual Measurable Outcomes

Metric/Indicator

Baseline 2021-22

Expected Outcome 2022-23

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	PBIS Incentives	All Students English Learners Low-Income Students Foster Youth Other	Admin	LCFF Supplemental Site Allocation	3,000	School year 2022-23

				4000-4999: Books And Supplies		
2.2	Funding for SST Coordinator	All Students English Learners Low-Income Students Foster Youth Other	Admin	LCFF Supplemen tal Site Allocation 1000-1999: Certificated Personnel Salaries	2500	School year 2022-23
2.3	Social Emotional Professional development and resources (PBIS, restorative, de- escalation, etc)	All Students English Learners Low-Income Students Foster Youth Other	Admin	LCFF Supplemen tal Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemen tal Site Allocation 4000-4999: Books And Supplies	1000 1000	School year 2022-23

2.4	Recreational Aides	All Students English Learners Low-Income Students Foster Youth Other	Admin	LCFF Supplemental Centralized Services (District Only) 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	3,412 3,000	School year 2022-23
2.5	Provide a campus monitor to increase school safety and school connectedness	All Students English Learners Low-Income Students Foster Youth Other	Admin	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	26,697 35,702	School year 2022-23

2.6	Stipends for two PBIS coordinators (tier 1&2)	All Students English Learners Low-Income Students Foster Youth Other	Admin	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	3,000	School Year 2022- 2023
2.7	Purchase school planners for grades 4-6 and other organizational materials to support student success	All Students English Learners Low-Income Students Foster Youth Other	Admin	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1,100	School year 2022-23
2.8	Resources for safe schools ambassadors	All Students English Learners Low-Income Students Foster Youth Other	Admin	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	300	School year 2022-23

2.9	Funding for athletic coaches	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> English Learners <input type="checkbox"/> Low-Income Students <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other	Admin	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	2500	School year 2022-23
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Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Engaging Academic Programs

LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

SPSA/Goal 3

We will regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

Once a week, a 55-minute collaboration period is devoted to department/professional learning team collaboration. I

The weekly collaboration schedule allows for the following:

Course and content alike professional learning community (PLC) meetings

Faculty meetings

Optional Admin Office Hours

Course alike District-wide PLC time PD

Department Meetings

Schoolwide Professional Development related to School and District Goals

Schoolwide MTSS Time (Tier I and Tier II presentations, Grade Level Meetings, Referral for Assistance training and completion time)

During department collaboration time, teachers work in PLCs to align curriculum through scope and sequences, create common assessments and engage in the cycle of inquiry to identify areas for growth in student performance. Using common assessment data, and student grades, teachers determine which areas of the curriculum were not mastered by the students and reteach key concepts. Teachers align curriculum to the Common Core Standards and the Next Generation Science Standards for science. PLCs continue meet weekly to align curriculum maps tied to standards and create formative and summative assessments while using the cycle of inquiry.

In accordance with the California Williams Act, all Starr King students have equal access to standards-based instructional materials. All students are assigned district-adopted, standards-based textbooks to be used at school or at home to complete assignments. Each student is issued a chromebook to use in class at the beginning of the year to access coursework.

What worked and didn't work? Why? (monitoring)

Technology and the access to clever badges simplified login for students and increased the time students had access to academics. In the beginning distance learning rules applied and utilizing online platforms to come together in PD or other staff networking opportunities isolated staff and reduced the sense of community needed at this site.

What modification(s) did you make based on the data? (evaluation)

The district instituted self care days throughout the year to offset some of the mental strain put on staff with increased workloads, covid conditions and the adjustments made to being back in person. AS the year moved forward, coming together as a staff and creating a stronger sense of community helped the community increase engagement.

2021-22

Identified Need

Connected communities and personal relationships are foundational for learning. We will ensure each student is engaged and supported in a challenging and broad course of study that builds skills, knowledge and experiences preparing students to be critical thinkers who communicate effectively, collaborate and are civic minded.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
iReady Math 612 out of 774 students were assessed and out of those students	264 tested 3 or More Grade Levels Below 148 tested 2 grades below grade level 161 tested 1 grade below grade level	5% increase, resulting in 25 students moving to being at or above grade level in math. Currently 573 students are below

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
	29 tested on grade level 10 students were at mid or above grade level	grade level which represents 74% of the population
iReady ELA 724 out of 774 students were assessed and out of those students	284 students tested 3 or more grade levels below reading level 145 tested 2 Grade Levels Below 216 tested 1 grade below 63 students were on track 34 students were at mid or above grade level	5% increase, resulting in 32 students moving to being at or above grade level in reading. Currently 645 students are below grade level which represents 83% of the population

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Provide professional text for teachers	All Students English Learners Low-Income Students Foster Youth Other	admin, teachers	Title I Part A Site Allocation 4000-4999: Books And Supplies	1,000	School Year 2022-23
3.2	Provide resources for Instructional Differentiation	All Students English Learners Low-Income Students Foster Youth Other	admin, teachers	Title I Part A Site Allocation 4000-4999: Books And Supplies	3,000	School Year 2022-23

3.3	Provide funding for a Trauma Informed Care Coordinator. This position would work in conjunction with the district's trauma informed care team. This position would require funding for materials, professional development opportunities and conferences.	X All Students English Learners Low-Income Students Foster Youth Other	Admin, teachers	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 4000-4999: Books And Supplies Title I Part A Site Allocation 5800: Professiona I/Consulting Services And Operating Expenditur es	3000 1000 1000	School Year 2022-23
3.4	Provide resources to support explicit direct Instruction, including but not limited to phonemic awareness and	All Students English Learners Low-Income Students Foster Youth Other	admin, teachers	Title I Part A Site Allocation 4000-4999: Books And Supplies	2,000	School Year 2022-23

	phonics instruction					
3.5	PD - Reading, writing, math, science, social science technology, PLC,etc professional learning and resources, including travel expenses	All Students English Learners Low-Income Students Foster Youth Other	admin, teachers	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	10,000	School Year 2022-23
3.6	Purchase leveled reading materials, as needed, for classroom libraries and the school library in order to provide guided, shared and independent reading opportunities.	All Students English Learners Low-Income Students Foster Youth Other	admin, teachers	Title I Part A Site Allocation 4000-4999: Books And Supplies	7,000	School Year 2022-23
3.7	Purchase science supplies to support above and beyond	All Students English Learners Low-Income Students Foster Youth Other	admin, teachers	Title I Part A Site Allocation 4000-4999: Books And Supplies	2,000	School Year 2022-23

	science content NGSS					
3.8	Provide 3.0 FTE Intervention teachers	All Students English Learners Low-Income Students Foster Youth Other	admin, teachers	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	221,100 103,562	School Year 2022-23
3.9	Purchase technology resources to support ELD - purchase Lexia English	All Students English Learners Low-Income Students Foster Youth Other	admin, teachers	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	6,000	School Year 2022-23
3.10	Provide technology for Intervention, literacy support, math	All Students English Learners Low-Income Students Foster Youth Other	admin, teachers	Title I Part A Site Allocation 5000-5999: Services	15,000	School Year 2022-23

	support, engagement, and formative assessment: Purchase Renaissance Learning (grades 3-6), GoFormative (grades 3-8), NearPod (as requested), Edpuzzle (as requested) Desmos (grades 6-8),			And Other Operating Expenditures		
3.11	Provide technological resources to support assessment and data analysis. Purchase normed Universal Reading Screener for All students (Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehensio	All Students English Learners Low-Income Students Foster Youth Other	admin, teacher	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	8,000	School Year 2022-23

	<p>n). It will allow us to quickly see what students we need to do further diagnostic assessments with, progress monitor students who are struggling so we can align instruction based on the data.</p> <p>Purchase Amplify Dibels and ESGI</p>					
3.12	<p>Fund technology needs, including but not limited to chromebook carts, iPads, etc</p>	<p>All Students English Learners Low-Income Students Foster Youth Other</p>	admin	<p>Title I Part A Site Allocation 4000-4999: Books And Supplies</p>	61,762	School Year 2022-23
3.13	<p>Hire Kinder/primary grades Instructional Assistant to provide direct</p>	<p>All Students English Learners Low-Income Students Foster Youth Other</p>	admin	<p>Title I Part A Site Allocation 2000-2999: Classified</p>	<p>9,583 3,912</p>	School Year 2022-23

	<p>services and support to socioeconomically disadvantaged and low performing students and assist the teacher in implementing content standards and providing quality instruction. Instructional Assistant will provide daily support in Kindergarten and Combo Classes. 1- .375 FTEs Kinder IA</p>			<p>Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits</p>		
3.14	<p>Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD).</p>	<p>All Students English Learners Low-Income Students Foster Youth Other</p>	<p>ELD Teacher,</p>	<p>LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries</p>	<p>577,587</p>	<p>School Year 2022-23</p>

	4.0 FTE ELD Teachers					
3.15	GLAD Supplemental materials, Integrated and Designated ELD planning, and resources for EL students	All Students English Learners Low-Income Students Foster Youth Other	admin, teachers	Title I Part A Site Allocation 4000-4999: Books And Supplies	14,000	School Year 2022-23
3.16	Supplies, materials, and resources for ELAC meetings and EL parent info and engagement events	All Students English Learners Low-Income Students Foster Youth Other	admin, teachers	Title I Part A Site Allocation 4000-4999: Books And Supplies	2,000	School Year 2022-23
3.17	5 BIAs, will provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to	All Students English Learners Low-Income Students Foster Youth Other	Bilingual Instructional Assistant/Instructional Assistant; ELD teachers; Site Administration	LCFF Supplemental English Learner Central 2000-2999: Classified Personnel Salaries	129,923	School Year 2022-23

	support core content instruction in collaboration with the classroom teacher (BIA/IA). 5.0 FTE BIAs					
3.18	Provide ELA and math after school intervention for EL and EO students	All Students English Learners Low-Income Students Foster Youth Other	admin	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	8,000	School Year 2022-23
3.19	Provide supplemental materials and resources to support the academic growth of English Language Learners	All Students English Learners Low-Income Students Foster Youth Other	admin and ELD teachers	Title I Part A Site Allocation 4000-4999: Books And Supplies	1,000	School Year 2022-23
3.20	Provide additional high, middle school and K-8 school counseling services for	All Students English Learners Low-Income Students Foster Youth Other	Counselor	Title I Part A Site Allocation 1000-1999: Certificated	126,034 33,282	School Year 2022-23

	parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. 1.5 FTE Counselor			Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits		
3.21	Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS.	All Students English Learners Low-Income Students Foster Youth Other	Counselor	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	26,016	School Year 2022-23

	.3 FTE Counselor					
3.22	Support and nurture improved instructional processes resulting in improved student achievement. Engage in a cycle of teacher observation followed by careful and reflective feedback on a variety of instructional practices (identifying the specific needs of students and appropriate actions to address those needs; collaborating on lesson design and delivery; formative and summative	All Students English Learners Low-Income Students Foster Youth Other	Admin	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	74,400 39,536	School Year 2022-23

	data collection, analysis and goal setting). .80 FTE Coach					
3.23	Provide Assistance to administration and staff in developing, monitoring, and evaluating comprehensive school reform. 1.0 FTE	X All Students English Learners Low-Income Students Foster Youth Other	Adm Intervention Specialist (AIS)	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	158,888	School Year 2022-23

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Clear Pathways to Bright Futures

LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

SPSA/Goal 4

Planned Improvements: Clear Pathways to Bright Futures

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

Once a week, a 55-minute collaboration period is devoted to department/professional learning team collaboration. I

The weekly collaboration schedule allows for the following:

Course and content alike professional learning community (PLC) meetings

Faculty meetings

Optional Admin Office Hours

Course alike District-wide PLC time PD

Department Meetings

Schoolwide Professional Development related to School and District Goals

Schoolwide MTSS Time (Tier I and Tier II presentations, Grade Level Meetings, Referral for Assistance training and completion time)

What worked and didn't work? Why? (monitoring)

The actions for Goal 4 were challenging to meet during the 2021-22 school year due to several factors. A new administration team, half the staff population returned and coming back to teaching in person pushed the school to make many modifications from the start. Still coming out of a pandemic, Covid affected staff throughout the school year and with a shortage of substitutes to fill in, it seemed difficult for the staff to get on track early. Clubs such as BSU, GSA, Sewing club, Coding club, and Safe Schools Ambassadors ran towards the end of the school year, therefore making connections proved to be difficult. In the second half of the school year, Coding club incorporated more technology into their curriculum which increased student engagement.

What modification(s) did you make based on the data? (evaluation)

Throughout the year we made modifications based on feedback loops discussed on Leadership meetings and explored the following:

Research-based educational practices include but are not limited to:

- Culturally Responsive Teaching
- Alignment and sequencing of course curriculum to State standards and Common Core Standards
- Common formative and summative assessments aligned to the standards
- Active student engagement strategies
- Checking for understanding
- Homework policies and revise and redeem practices
- Inclusion and integrated practices for Special Education students
- Use of scaffolding strategies and Constructing Meaning for English Learners
- Multi-Tiered System of Supports included focused Tier I and Tier II supports

2021-22

Identified Need

We will ensure each student receives a diverse, rich, and well-rounded learning experience so that they can achieve their limitless potential and be prepared for college, career, and beyond.

Annual Measurable Outcomes

Metric/Indicator

Baseline 2021-22

Expected Outcome 2022-23

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	Provide assemblies to support standards and enrich curriculum and encourage interest in a variety of topics.	X All Students English Learners Low-Income Students Foster Youth Other	Admin	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	4,000 2,000	School Year 2022-23
4.2	Field trip funding and support, including science camp, to increase student's exposure to	X All Students English Learners Low-Income Students Foster Youth Other	Admin	Title I Part A Site Allocation 5000-5999: Services And Other Operating	10,129	School Year 2022-23

	real world learning.			Expenditures		
4.3	Materials and supplies to support enriching after school programs and clubs (including but not limited to BSU and LGBTQ clubs)	X All Students English Learners Low-Income Students Foster Youth Other	Admin	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	4,000	School Year 2022-23
4.4	Purchase materials to support the visual and performing arts and promote interest in VAPA pathways. Stipend for teachers providing visual and performing arts opportunities.	X All Students English Learners Low-Income Students Foster Youth Other	Admin	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	5,000 5,000	School Year 2022-23



4.5	Provide incentives to increase attendance	X All Students English Learners Low-Income Students Foster Youth Other	Admin	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5,000	School Year 2022-23
4.6	Provide resources to promote drug and alcohol prevention. Purchase materials for Red Ribbon Week.	X All Students English Learners Low-Income Students Foster Youth Other	Admin	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1,000	School Year 2022-23
4.7	Provide enrichment opportunities in the areas of science, engineering, technology, art, (Coding) dance, music, etc - Hire outside agencies to	X All Students English Learners Low-Income Students Foster Youth Other	Admin	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating	6,201	School Year 2022- 2023

extend and enrich the students' learning beyond the school day.

Expenditures

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>1. Summer Programs</p> <p>2. Intervention</p> <p>3. Professional Learning promoting effective instructional practices related to communicating reasoning and academic language</p> <p>4. District-wide staff providing support for school climate, social emotional support to promote academic success to eligible sites and students.</p>	<p>School year 2022-23</p> 	<p>Credentialed and classified staff, materials and supplies, transportation, salary, and benefits</p> <p>Extra hours for staff, salary, and benefits, materials and supplies, license fees, contracts.</p> <p>Presenter fees, conference costs, extra hours for staff, materials and supplies, licenses</p> <p>Salary and benefits, materials, and supplies.</p>	<p>\$1,200,000</p> <p>\$617,219</p> <p>100,000</p> <p>771,420</p>	<p>Title I</p> 

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$796,774.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,800,600.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Supplemental Centralized Services (District Only)	\$188,316.00
LCFF Supplemental English Learner Central	\$707,510.00
LCFF Supplemental Site Allocation	\$108,000.00
Title I Part A Parent Involvement	\$12,474.00
Title I Part A Site Allocation	\$784,300.00

Subtotal of state or local funds included for this school: \$1,800,600.00

Total of federal, state, and/or local funds for this school: \$1,800,600.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	108,000.00	0.00
LCFF Supplemental English Learner Central	707,510	0.00
LCFF Supplemental Centralized Services (District Only)	188,316	0.00
Title I Part A Site Allocation	784,300.00	0.00
Title I Part A Parent Involvement	12,474.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	188,316.00
LCFF Supplemental English Learner Central	707,510.00
LCFF Supplemental Site Allocation	108,000.00
Title I Part A Parent Involvement	12,474.00
Title I Part A Site Allocation	784,300.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	1,209,025.00
2000-2999: Classified Personnel Salaries	172,615.00
3000-3999: Employee Benefits	215,994.00
4000-4999: Books And Supplies	135,636.00
5000-5999: Services And Other Operating Expenditures	60,129.00
5800: Professional/Consulting Services And Operating Expenditures	7,201.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	184,904.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	3,412.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	577,587.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental English Learner Central	129,923.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	14,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	29,697.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	35,702.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	20,400.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	6,201.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	7,474.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Parent Involvement	5,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	432,534.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	9,583.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	180,292.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	107,762.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	53,129.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	25,474.00
Goal 2	83,211.00
Goal 3	1,649,585.00
Goal 4	42,330.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Dwight Rogers	Principal
James Hutton	Other School Staff
Paris Battle	Secondary Student
Melissa Milbourn	Parent or Community Member
Sheila Bane	Classroom Teacher
Mohammad Rahmini	Parent or Community Member
Kayle Chambers	Classroom Teacher
Natasha Slider	Parent or Community Member
Bonnie English	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

on file

English Learner Advisory Committee

Departmental Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on June 13th, 2022.

Attested:



Principal, Dwight Rogers on June 13, 2022

on file

SSC Chairperson, James Hutton on June 13th, 2022

Budget By Expenditures

Starr King School (K-8)

Funding Source: LCFF Supplemental Centralized Services (District Only) \$188,316.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Recreational Aides	2000-2999: Classified Personnel Salaries	\$3,412.00	Healthy Environments for Bright Futures	
Provide Assistance to administration and staff in developing, monitoring, and evaluating comprehensive school reform. 1.0 FTE	1000-1999: Certificated Personnel Salaries	\$158,888.00	Engaging Academic Programs	
Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. .3 FTE Counselor	1000-1999: Certificated Personnel Salaries	\$26,016.00	Engaging Academic Programs	
LCFF Supplemental Centralized Services (District Only) Total Expenditures:		\$188,316.00		
LCFF Supplemental Centralized Services (District Only) Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental English Learner Central \$707,510.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
5 BIAs, will provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher (BIA/IA). 5.0 FTE BIAs	2000-2999: Classified Personnel Salaries	\$129,923.00	Engaging Academic Programs	

Starr King School (K-8)

Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD). 4.0 FTE ELD Teachers	1000-1999: Certificated Personnel Salaries	\$577,587.00	Engaging Academic Programs
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LCFF Supplemental English Learner Central Total Expenditures:	\$707,510.00
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LCFF Supplemental English Learner Central Allocation Balance:	\$0.00
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Funding Source: LCFF Supplemental Site Allocation **\$108,000.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
PBIS Incentives	4000-4999: Books And Supplies	\$3,000.00	Healthy Environments for Bright Futures	
Funding for SST Coordinator	1000-1999: Certificated Personnel Salaries	\$2,500.00	Healthy Environments for Bright Futures	
Social Emotional Professional development and resources (PBIS, restorative, de-escalation, etc)	1000-1999: Certificated Personnel Salaries	\$1,000.00	Healthy Environments for Bright Futures	
Provide a campus monitor to increase school safety and school connectedness	2000-2999: Classified Personnel Salaries	\$26,697.00	Healthy Environments for Bright Futures	
Stipends for two PBIS coordinators (tier 1&2)	1000-1999: Certificated Personnel Salaries	\$3,000.00	Healthy Environments for Bright Futures	
Purchase school planners for grades 4-6 and other organizational materials to support student success	4000-4999: Books And Supplies	\$1,100.00	Healthy Environments for Bright Futures	
Resources for safe schools ambassadors	4000-4999: Books And Supplies	\$300.00	Healthy Environments for Bright Futures	
Funding for athletic coaches	1000-1999: Certificated Personnel Salaries	\$2,500.00	Healthy Environments for Bright Futures	
	4000-4999: Books And Supplies	\$1,000.00	Healthy Environments for Bright Futures	

Starr King School (K-8)

	2000-2999: Classified Personnel Salaries	\$3,000.00	Healthy Environments for Bright Futures
	3000-3999: Employee Benefits	\$35,702.00	Healthy Environments for Bright Futures
Materials and supplies to support enriching after school programs and clubs (including but not limited to BSU and LGBTQ clubs)	4000-4999: Books And Supplies	\$4,000.00	Clear Pathways to Bright Futures
Purchase materials to support the visual and performing arts and promote interest in VAPA pathways. Stipend for teachers providing visual and performing arts opportunities.	4000-4999: Books And Supplies	\$5,000.00	Clear Pathways to Bright Futures
Provide incentives to increase attendance	4000-4999: Books And Supplies	\$5,000.00	Clear Pathways to Bright Futures
Provide resources to promote drug and alcohol prevention. Purchase materials for Red Ribbon Week.	4000-4999: Books And Supplies	\$1,000.00	Clear Pathways to Bright Futures
Provide enrichment opportunities in the areas of science, engineering, technology, art, (Coding) dance, music, etc - Hire outside agencies to extend and enrich the students' learning beyond the school day.	5800: Professional/Consulting Services And Operating Expenditures	\$6,201.00	Clear Pathways to Bright Futures
	5000-5999: Services And Other Operating Expenditures	\$2,000.00	Clear Pathways to Bright Futures
	1000-1999: Certificated Personnel Salaries	\$5,000.00	Clear Pathways to Bright Futures

LCFF Supplemental Site Allocation Total Expenditures: \$108,000.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Starr King School (K-8)

Funding Source: Title I Part A Parent Involvement **\$12,474.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide family engagement activities, events, and resources to build community and increase academic achievement	5000-5999: Services And Other Operating Expenditures	\$5,000.00	Connected School Communities	
	4000-4999: Books And Supplies	\$1,863.00	Connected School Communities	
	4000-4999: Books And Supplies	\$5,611.00	Connected School Communities	

Title I Part A Parent Involvement Total Expenditures: \$12,474.00

Title I Part A Parent Involvement Allocation Balance: \$0.00

Funding Source: Title I Part A Site Allocation **\$784,300.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide support for marginalized students with academic achievement, and family stabilizations services. Support students with experiencing a sense of safety & belonging, building strong social bonds, and positively engaging in academic activities. As applicable, parents will be connected to additional services. GLAD Supplemental materials, Integrated and Designated ELD planning, and resources for EL students Supplies, materials, and resources for ELAC meetings and EL parent info and engagement events	4000-4999: Books And Supplies	\$13,000.00	Connected School Communities	
	4000-4999: Books And Supplies	\$14,000.00	Engaging Academic Programs	
	4000-4999: Books And Supplies	\$2,000.00	Engaging Academic Programs	
	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs	

Starr King School (K-8)

	3000-3999: Employee Benefits	\$103,562.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$3,912.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$39,536.00	Engaging Academic Programs
	5800: Professional/Consulting Services And Operating Expenditures	\$1,000.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$33,282.00	Engaging Academic Programs
Provide assemblies to support standards and enrich curriculum and encourage interest in a variety of topics.	5000-5999: Services And Other Operating Expenditures	\$4,000.00	Clear Pathways to Bright Futures
Field trip funding and support, including science camp, to increase student's exposure to real world learning.	5000-5999: Services And Other Operating Expenditures	\$10,129.00	Clear Pathways to Bright Futures
Provide professional text for teachers	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs
Provide resources for Instructional Differentiation	4000-4999: Books And Supplies	\$3,000.00	Engaging Academic Programs
Provide funding for a Trauma Informed Care Coordinator. This position would work in conjunction with the district's trauma informed care team. This position would require funding for materials, professional development opportunities and conferences.	1000-1999: Certificated Personnel Salaries	\$3,000.00	Engaging Academic Programs
Provide resources to support explicit direct Instruction, including but not limited to phonemic awareness and phonics instruction	4000-4999: Books And Supplies	\$2,000.00	Engaging Academic Programs
PD - Reading, writing, math, science, social science technology, PLC,etc professional learning and resources, including travel expenses	5000-5999: Services And Other Operating Expenditures	\$10,000.00	Engaging Academic Programs

Starr King School (K-8)

Purchase leveled reading materials, as needed, for classroom libraries and the school library in order to provide guided, shared and independent reading opportunities.	4000-4999: Books And Supplies	\$7,000.00	Engaging Academic Programs
Purchase science supplies to support above and beyond science content NGSS	4000-4999: Books And Supplies	\$2,000.00	Engaging Academic Programs
Provide 3.0 FTE Intervention teachers	1000-1999: Certificated Personnel Salaries	\$221,100.00	Engaging Academic Programs
Purchase technology resources to support ELD - purchase Lexia English	5000-5999: Services And Other Operating Expenditures	\$6,000.00	Engaging Academic Programs
Provide technology for Intervention, literacy support, math support, engagement, and formative assessment: Purchase Renaissance Learning (grades 3-6), GoFormative (grades 3-8), NearPod (as requested), Edpuzzle (as requested) Desmos (grades 6-8),	5000-5999: Services And Other Operating Expenditures	\$15,000.00	Engaging Academic Programs
Provide technological resources to support assessment and data analysis. Purchase normed Universal Reading Screener for All students (Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension). It will allow us to quickly see what students we need to do further diagnostic assessments with, progress monitor students who are struggling so we can align instruction based on the data.	5000-5999: Services And Other Operating Expenditures	\$8,000.00	Engaging Academic Programs
Purchase Amplify Dibels and ESGI Fund technology needs, including but not limited to chromebook carts, iPads, etc	4000-4999: Books And Supplies	\$61,762.00	Engaging Academic Programs

Starr King School (K-8)

Hire Kinder/primary grades Instructional Assistant to provide direct services and support to socioeconomically disadvantaged and low performing students and assist the teacher in implementing content standards and providing quality instruction. Instructional Assistant will provide daily support in Kindergarten and Combo Classes. 1- .375 FTEs Kinder IA	2000-2999: Classified Personnel Salaries	\$9,583.00	Engaging Academic Programs
Provide ELA and math after school intervention for EL and EO students	1000-1999: Certificated Personnel Salaries	\$8,000.00	Engaging Academic Programs
Provide supplemental materials and resources to support the academic growth of English Language Learners	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs
Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. 1.5 FTE Counselor	1000-1999: Certificated Personnel Salaries	\$126,034.00	Engaging Academic Programs
Support and nurture improved instructional processes resulting in improved student achievement. Engage in a cycle of teacher observation followed by careful and reflective feedback on a variety of instructional practices (identifying the specific needs of students and appropriate actions to address those needs; collaborating on lesson design and delivery; formative and summative data collection, analysis and goal setting). .80 FTE Coach	1000-1999: Certificated Personnel Salaries	\$74,400.00	Engaging Academic Programs

Title I Part A Site Allocation Total Expenditures: \$784,300.00

Title I Part A Site Allocation Allocation Balance: \$0.00

Starr King School (K-8)

Starr King School (K-8) Total Expenditures: \$1,800,600.00