

Starr Elementary

10621666088934

Principal's Name: Charles Reynolds

Principal's Signature: *Charles Reynolds*

The Fresno Unified School District Board of Education approved this plan on: June 14, 2023

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District Goals	
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.	
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

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.
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.
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.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
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.
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.
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.
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.
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.

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Charles Reynolds	X				
2. Chairperson -Robert Veneman-Hughes				X	
3. Amy Bright				X	
4. Gabriella Gutierrez				X	
5. Jessica Berzac				X	
6. Melondy Wharry				X	
7. Julie Rodriguez		X			
8. Ann Lewis		X			
9. Lucinda Baucher		X			
10. Gabriela Martinez			X		
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below: N/A

☐ ELAC reviewed the SPSA as a school advisory committee.☐ ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Charles Reynolds		March 16, 2023
SSC Chairperson	Ann Lewis-Vice Chairperson		March 16, 2023

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

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2023/24

Starr - 0422

ON-SITE ALLOCATION

3010	Title I	\$17,400
7090	LCFF Supplemental & Concentration	\$63,688
7091	LCFF for English Learners	\$7,344

7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$6,232</u>
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TOTAL 2023/24 ON-SITE ALLOCATION	\$94,664
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* 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	\$580
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Remaining Title I funds are at the discretion of the School Site Council	<u>\$16,820</u>
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Total Title I Allocation	\$17,400
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Starr Elementary 2023-2024 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPAC - percentage of students who scored 4			33.33 %	2021-2022	40 %
SBAC ELA - Average distance from standard	✓		-13 pts	2021-2022	10 pts
SBAC ELA - percentage of students met/exceeded standard	✓		50.58 %	2021-2022	60 %
SBAC Math - Average distance from standard	✓		-20 pts	2021-2022	10 pts
SBAC Math - percentage of students met/exceeded standard	✓		41.42 %	2021-2022	50 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

Addressing the learning loss from Covid-19 continued to be a focus for staff. ELA and math instruction was grounded in the Common Core State Standards. Staff utilized the FUSD Scope and Sequence, pacing guides and standards-aligned resources provided. Kindergarten and first grade students received ELA and math intervention from our kindergarten paraprofessionals daily. Supplemental contracts were provided to a select few staff members that provided after-school interventions for their students. Students that continued to struggle were taken to the Student Success Team for support and next steps. All students with disabilities were provided support through RSP, our Autism Inclusion Specialist, teachers and paraprofessionals.

2

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

Students in grades 2-6 only received an additional intervention if planned for and implemented by staff. Kindergarten through second grade students in our after-school program received additional support from Cullinan, funded by our Extended Learning Department. It was offered to all students, but only students that could stay after school, or return at their designated time were able to participate.

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 (Intended actions for the current school year vs. Actual actions that occurred).

Most actions were implemented with fidelity. Before and/or after school interventions were only provided by staff that showed an interest in working beyond their day. Funds allocated for materials and supplies were utilized to support ELA and mathematics 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 2023/24 SPSA.

There are no significant changes from last year's actions to this year's actions. We will continue to utilize the district resources provided to support grade-level instruction. Funds will continue to be provided to staff to plan for and implement before or after-school interventions.

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

1 SSC: School Site Council members approved the goals and actions for increasing student achievement.	2 ELAC: N/A	3 Staff: ELA and Math - Intervention for all students 1-2 grade levels below - Intensive reading intervention for students in grades 4-6 - Comprehension motivators - After-school tutors need training in how to utilize the core curriculum - Classified staff training with providing interventions and enrichments - Supplemental materials to support independent practice in math - Conferences and/or professional development opportunities - AR to increase fluency and comprehension - Computers needed when student computers are left at home or are acting up English Learner Redesignation Rate - English Learner training - Dive into Wonders supplemental materials - English Learner Club - Student Success Team will identify extra support opportunities for identified students.
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Action 1

Title: ELAAchievement

Action Details:

Goal 1-60% of students meet or exceed standards based on i-Ready Winter Assessment.
 Goal 2-Average distance from standard will be +10 pts.

- In order to support Starr students in increasing a minimum of one grade level or more and working at or above grade level, we will continue to implement a comprehensive reading program. We will begin with fidelity to the district core curriculum and a three-tiered level of support. In order to ensure that all students make continuous progress and are able to demonstrate mastery of standards, students will receive necessary interventions within our school, and staff will continually strengthen and improve literacy instruction at each level of 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

- Daily Progress Monitoring/Checking for Understanding
- PLC Common Formative Data
- iReady Assessment Data
- IAB and FIAB Assessment Data (grades 3-6)
- Wonders Weekly Assessments
- Foundational Skills Assessment
- SBAC Data
- Student Achievement Conferences
- Classroom Walkthroughs and Feedback Conversations

Owner(s):

- Teachers/Admin
- Teachers/Principal
- ILT/PLCs/Admin
- Teachers
- Teachers
- Kindergarten Teachers
- ILT/PLC/Admin
- Teachers/Admin
- Admin/Teachers

Timeline:

- Ongoing
- After each CFA
- August, November, March
- After each major standard taught
- Weekly
- Quarterly
- June 2024
- Ongoing (After each CFA and Interim)
- Ongoing

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

Tier 1

- English Language Arts instruction will begin with the utilization of the Fresno Unified School District adopted curriculum.
- Teachers will utilize the Fresno Unified School District Scope and Sequence to align English Language Arts instruction with the Common Core State Standards and assessments.
- Classified staff training with providing interventions and enrichments.
- Funds will be set aside to purchase technology and technology programs to support English Language Arts instruction.
- Funds will be available for maintenance/repairs to technology.
- Funds will be set aside to purchase supplemental materials and supplies to support English Language Arts instruction.
- Supplemental contracts will be provided to classified staff to participate in training and meetings to support academic achievement.
- Conferences and/or professional development opportunities will be made available to staff. Funds will be set aside to purchase professional books.
- Funds will be set aside to purchase professional books.
- Funds will be set aside to purchase incentives for student achievement.
- Substitute release time will be available to Professional Learning Community teams for strategic planning in English Language Arts.

Tier 2

- Intervention for all students 1-2 grade levels below.
- Intensive reading intervention for students in grades 4-6.
- Kindergarten students will receive differentiated small-group instruction in English Language Arts based on identified needs provided by teacher and instructional assistants.

- First grade students will receive differentiated small-group instruction in English Language Arts based on identified needs provided by instructional assistants.
- Supplemental Contracts will be provided to certificated and classified staff to lead English Language Arts before or after-school intervention and/or enrichment groups.
- Student Success Team meetings will take place for students struggling in English Language Arts.

Tier 3

- Special Education identified students will receive direct services from the Resource Specialist and/or Autism Inclusion staff.
- Special Education assessments will be utilized for identified students.

Specify enhanced services for EL students:

- English Learner Students will receive integrated English Language instruction throughout the day in their classrooms. It will be taught through all content areas with language to support students. ELD standards will be infused with the content standards.
- Teachers will provide 30 minutes of Designated ELD instruction, utilizing the ELD standards.
- Ongoing progress monitoring and progress chats will take place for identified English Learners.
- Teachers will be provided supplemental contracts to support English Language acquisition for identified English Learners.
- Certificated and classified staff will be provided supplemental contracts to plan for and implement a before and/or after school intervention/enrichment program.

Specify enhanced services for low-performing student groups:

- Overall, 45.7% of students in kindergarten through sixth grade scored on or above on the second IReady Assessment. In our significant subgroups, 45% of Hispanic students, 44.9% of White students, 34.8% of our SED students, and 25% of Students with Disabilities and 29.4 of English Learners scored on or above level. In looking at the distance from standard, our Hispanic students were -31, our SED students were -17 and our SWD were -103.
- Paraprofessionals will be utilized for students in the Autism inclusion and RSP program in the areas of organization, comprehension, work and study skills and positive reinforcement as well as general academics.
 - The Resource Specialist will work with identified students at their specific reading level on specific reading gaps.
 - The Autism Inclusion Specialist will work with identified students in the areas of social skills, managing feelings, peer relationships and academics.
 - All staff will have the opportunity to work with small groups of identified students in before and/or after school intervention.
 - All students will have daily and/or weekly IReady lessons assigned.

Action 2

Title: Math Achievement

Action Details:

- Goal 1-450% of students meet or exceed standards based on i-Ready Winter Assessment.
- Goal 2-Average distance from standard will be +10 pts.

- In order to support Starr students in increasing a minimum of one grade level or more and working at or above grade level, we will continue to implement a comprehensive math program. We will begin with fidelity to the district core curriculum and a three-tiered level of support. In order to ensure that all students that students make continuous progress and are able to demonstrate mastery of standards, students will receive necessary interventions within our school, and staff will continually strengthen and improve literacy instruction at each level of 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

1. Daily Progress Monitoring/Checking for Understanding
2. PLC Common Formative Data
3. i-Ready Assessment Data
4. IAB and FIAB Assessment Data (grades 3-6)
5. Go Math Chapter Assessments
6. Foundational Skills Assessment
7. SBAC Data
8. Student Achievement Conferences
9. Classroom Walkthroughs and Feedback Conversations

Owner(s):

1. Teachers/Admin
2. Teachers/Principal
3. ILT/PLCs/Admin
4. Teachers
5. Teachers
6. Kindergarten Teachers
7. ILT/PLC/Admin
8. Teachers/Admin
9. Admin/Teachers

Timeline:

1. Ongoing
2. After each CFA
3. August, November, March
4. After each major standard taught
5. Weekly
6. Quarterly
7. June 2024
8. Ongoing (After each CFAand Interim)
9. Ongoing

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

Tier 1

1. Mathematics instruction will begin with the utilization of Fresno Unified School District adopted curriculum.
2. Teachers will utilize the Fresno Unified School District Scope and Sequence and Quarterly Planners to align mathematics instruction with the Common Core State Standards and assessments.
3. Use of Achieve the Core Guidance Documents for grades K-5 to strategically plan lessons that address the rigor of the standard and support mastery.
4. Supplemental contracts will be provided to classified staff to participate in training and meetings to support academic achievement.
5. Funds will be set aside to purchase technology and technology programs to support mathematics instruction.
6. Funds will be available for maintenance/repairs to technology.
7. Conferences and professional development opportunities will be made available to staff in support of mathematics instruction.
8. Funds will be set aside to purchase supplemental materials and supplies to support mathematics instruction.
9. Funds will be set aside to purchase professional books.
10. Funds will be set aside to purchase incentives for student achievement.
11. Substitute release time will be available to Professional Learning Community teams for strategic planning in mathematics.

Tier 2

1. Intervention for all students 1-2 grade levels below.
2. Intensive intervention for students in grades 4-6.
3. Kindergarten students will receive differentiated small-group instruction in mathematics based on identified needs provided by teacher and instructional assistants.
4. First grade students will receive differentiated small-group instruction in mathematics based on identified needs provided by instructional assistants.
5. Supplemental contracts will be provided to certificated and classified staff to lead mathematics intervention and/or enrichment groups.
6. Student Success Team meetings will take place for students struggling in mathematics.

Tier 3

1. Special Education identified students will receive direct services from the Resource Specialist and/or Autism Inclusion staff.
2. Special Education assessments will be utilized for identified students.

Specify enhanced services for EL students:

- English Learner Students will receive integrated English Language instruction throughout the day in their classrooms. It will be taught through all content areas with language to support students. ELD standards will be infused with the content standards.
- Teachers will provide 30 minutes of Designated ELD instruction, utilizing the ELD standards.
- Ongoing progress monitoring and progress chats will take place for identified English Learners.
- Teachers will be provided supplemental contracts to support English Language acquisition for identified English Learners.
- Certificated and classified staff will be provided supplemental contracts to plan for and implement a before

Specify enhanced services for low-performing student groups:

- Overall, 34.2% of students in kindergarten through sixth grade scored on or above on the second IReady Assessment. In our significant subgroups,32.0% of Hispanic students, 33.3% of White students, 26.6% of our SED students, 23.5% of English Learners and 14.3% of Students with Disabilities scored on or above level. In looking at the distance from standard, our Hispanic students were -35, our SED students were -29 and our SWD were -88.
 - Paraprofessionals will be utilized for students in the Autism inclusion and RSP program in the areas of organization, comprehension, work and study skills and positive reinforcement as well as general academics.

and/or after school intervention/enrichment program.

- The Resource Specialist will work with identified students at their specific reading level on specific reading gaps.
- The Autism Inclusion Specialist will work with identified students in the areas of social skills, managing feelings, peer relationships and academics.
- All staff will have the opportunity to work with small groups of identified students in before and/or after school intervention.
- All students will have daily and/or weekly IReady lessons assigned.

Action 3

Title: English Learner Reclassification Rate

Action Details:

Goal-40% of English Learners will score a 4 on the annual ELPAC assessment.

- Based on the California School Dashboard analysis of ELPAC scores, 56.3% of our English learners are at a Level 4, or "Well Developed", while 37.5% of our English learners are at a Level 3,"Moderately Developed". Only one student is currently at a Level 1,"Beginning Stage". In order to facilitate English Learner growth and redesignation, we will provide a comprehensive program to serve English Learners in all stages of language acquisition and academic development utilizing the English Language Development standards and the English Language Arts/English Language Development Framework, with an emphasis on increasing redesignation and proficiency levels on ELPAC and regular common formative assessments. Starr School will implement school-wide literacy strategies across all classes with a focus on English Language Arts, math, social studies and science. Supports will also be implemented to intervene when students struggle as well as to deepen and extend learning.

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

1. ELPAC Reports
2. District Interim/CFA ELA and Math Assessments by subgroup
3. Student Grades
4. Grade Level Common Formative ELA and Math Assessments
5. EL Goal Setting Report
6. Classroom Observations and Feedback
7. Quarterly RFEP Progress Monitoring
8. Elevations Platform

Owner(s):

1. EL Rep/Admin/Teachers
2. EL Rep/Admin/Teachers
3. Teachers/Students
4. ILT/Teachers/Admin
5. Teachers/Students
6. Admin
7. EL Rep/Admin/Teachers/Students
8. EL Rep/Teachers

Timeline:

1. June 2024
2. Ongoing (After each CFA and Interim)
3. Ongoing
4. Ongoing (After each CFA and Interim)
5. August 2023 and after each Interim
6. Ongoing
7. Quarterly
8. Ongoing

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

Tier 1

1. Instruction will begin with the utilization of Fresno Unified School District adopted curriculum.
2. Teachers will utilize the Fresno Unified School District Scope and Sequence to align instruction with the Common Core State English Learner Standards.
3. Provide integrated English Language Development throughout the day in every lesson/content area.
4. Utilize Wonders supplemental materials.
5. Implement an English Learner Club.
6. Student Success Team will identify extra support opportunities for identified students.

7. English Learner rep and/or classroom teacher will conduct English Learner Progress Chats with students.
8. Substitute release time will be available to staff conducting English Learner Progress Chats.
9. Conferences and professional development opportunities will be made available to staff.
10. Funds will be set aside to purchase supplemental materials and supplies to support instruction of English Learners.
11. Funds will be available to purchase technology and technology programs to support English Learner student achievement.
12. Funds will be made available for maintenance/repair of technology.
13. Awards and incentives will be provided to recognize English Learner student's achievement.

Tier 2

1. Supplemental contracts will be available to certificated staff to lead intervention and/or enrichment groups in all academic areas, focusing on English Learners.
2. SSTs will be provided for English Learner Students needing extra support.

Tier 3

1. English Learner students identified as Special Education will receive support from identified personnel.
2. Special Education assessments for identified student.

Specify enhanced services for EL students:

- English Learner Students will receive integrated English Language instruction throughout the day in their classrooms. It will be taught through all content areas with language to support students. ELD standards will be infused with the content standards.
- Teachers will provide 30 minutes of Designated ELD instruction, utilizing the ELD standards.
- Ongoing progress monitoring and progress chats will take place for identified English Learners

Specify enhanced services for low-performing student groups:

- Supplemental Contracts will be available to certificated staff to lead intervention and/or enrichment groups focusing on English Learners.

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0422 Starr Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Provide coverage for Student Success Team meetings. **NO IEPs**	1,801.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Provide before and/or after school interventions and enrichments for identified students. **NO IEPs**	4,312.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Sup			Provide before and/or after school interventions and/or enrichments for identified students.	1,967.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			: Provide resources to staff to support classroom instruction and student learning.	1,500.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Provide technology programs to support student achievement in ELA and/or mathematics.	1,991.00
G1A1	Sup & Conc	Instruction	Copier Maint			: Copier Maintenance.	2,000.00
G1A1	One-time School	Instruction	Teacher-Supp			Provide Supplemental Contracts for staff to implement before and/or after school interventions and/or enrichments.	4,928.00
G1A1	One-time School	Instruction	Nc-Equipment			: Provide Technology to support student achievement in ELA and/or Mathematics.	1,304.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			: Provide supplemental materials and supplies to support student learning and academic performance. **No incentives or food **	7,220.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Provide ELPAC assessors to administer the ELPAC assessment to all English Learners.	1,848.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Provide supplemental materials and supplies to support English Learner instruction and student achievement.	4,000.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			: Provide technology and technology programs to support English Lerner instruction and student achievement.	1,496.00

\$34,367.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	91.94 %	80.7 %	2022-2023	90 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

Students in grades 3-6 had opportunities to participate in after-school extracurricular activities. Staff were given the opportunity to plan for and implement different Goal 2 clubs and activities for all students. Baseline engagements such as band, strings, choir, and classroom music implemented with fidelity. The Goal 2 department continued to provide different activities for each grade level.

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

Students that were enrolled in our Extended Day program were given opportunities to participate in activities such as robotics, coding, graphic design and gardening. Students that were not enrolled did not have the same opportunities.

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 (Intended actions for the current school year vs. Actual actions that occurred).

There were no real differences between the intended and actual implementation of the actions and budget expenditures. The Extended Learning department provided funds for the after-school activities and the Goal 2 department provided funds for clubs and engagement activities. This did help free up funds for other expenditures.

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 2023/24 SPSA.

There will no significant changes in this goal. We will continue to support student centered and real-world experiences through implemented actions and funding.

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

1 SSC: School Site Council approved the goals and actions for expanding student-centered experiences. They would like to see more clubs and after-school enrichment offered as well, through Goal 2.	2 ELAC: N/A	3 Staff: - After school clubs - Budget for art classes, etc., during school hours for all grades
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Action 1

Title: School Connectedness

Action Details:

In order to increase Goal 2 participation throughout the year, students will be given opportunities to engage in clubs, athletic teams, co-curricular activities, visual and performing arts activities and class sponsored activities. Starr will provide an inclusive school climate, focused on building relationships among all stakeholders. Relationship building will be supported through a program of celebration of successes, increased efforts to engage parents, and building in time and resources to enhance staff-student and student-student relationships. We will engage in a cycle of continuous improvement, collecting and analyzing data, identifying priorities for improvement, and revising and implementing new programs to support goals.

Reasoning for using this action:
☒ Strong Evidence
☐ Moderate Evidence
☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Student Engagement Reports
- Student Survey results
- Parent Survey results
- Staff Survey results

Owner(s):

- Admin/Teachers
- BLT/Admin
- BLT/Admin
- BLT/Admin

Timeline:

- Ongoing/Quarterly
- Fall 2023 & Spring 2024
- Fall 2023& Spring 2024
- Fall 2023& Spring 2024

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

Tier 1

- All students will have the opportunity to participate in any extra-curricular sport or club.
- Funds will be available to purchase supplemental materials and supplies to support each student engagement experience.
- Funds will be available to purchase technology and technology programs to support various student engagement experience.
- Supplemental contracts will be provided to staff to plan, prepare, lead and monitor their student engagement experience.
- Substitute release time will be provided to staff to plan, prepare, lead and monitor their student engagement experience.
- Conferences and professional development opportunities will be made available to all staff.

Tier 2

- Students with specific needs will be supported in their chosen student engagement activity.
- Starr is a Great Place to Be Inclusion Program

Tier 3

Specify enhanced services for EL students:

- English Learner Students will receive integrated English Language instruction in their classrooms.
- English Learner participation will be monitored. Personal chats will be made with each student to encourage and support participation in Goal 2 activities.
- Office Assistant will connect with parents of English Learners to support and answer questions.

Specify enhanced services for low-performing student groups:

- The Autism Inclusion Specialist will work with identified students in the areas of social skills, managing feelings, peer relationships and academics.
- Paraprofessionals will support identified SPED students in their chosen Goal 2 activity.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓	30 %	34.79 %	2022-2023	30 %
Suspension Rate - Semester 1	✓	1.07 %	0.86 %	2022-2023	0.53 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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-We expected that our absences would decrease as the school year began. Unfortunately, with Covid-19 still a part of our lives, we only saw a four percent decrease in chronic absenteeism. We did not implement incentives as we had planned because of the need for Covid protocols to remain in place.

Suspension Rate- We are currently under last year's suspension rate by four percent. Implementation of the Resource Counseling Assistant has made an impact in supporting students and their social-emotional needs. Implementation of The Positivity Project helped to bring more social-emotional learning to our students, with common language and expectations. Weekly class meetings and social skills instruction supported students with their ability to learn how to communicate with peers.

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 were still having to quarantine due to Covid protocols. SPED students were significantly absent due to their health conditions. Support for our students with chronic absenteeism has to come from the Wellness Hub and not from a CWA, which other schools in FUSD have.

Suspension Rate-Our suspension rate is made up of a small number of students with multiple suspensions.

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 (Intended actions for the current school year vs. Actual actions that occurred).

Chronic Absenteeism-Most actions were implemented, with the exception of incentives for improved attendance. This continues to be a priority with the staff.

Suspension Rate-Most actions were implemented with fidelity. The Resource Counseling Assistant and The Positivity Project are two actions that continue to be a priority with the staff.

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 2023/24 SPSA.

Chronic Absenteeism-Developing and implementing incentive programs for increased attendance will be the first priority. Our Safe and Civil Schools Team will be leading this effort.

Suspension Rate-The Resource Counseling Assistant and The Positivity Project will continue to be implemented, with the Safe and Civil Schools Team leading this effort.

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

1 SSC: School Site Council approved the goals and actions to increase student engagement. Members would like to see more incentives for positive attendance and behavior.	2 ELAC: N/A	3 Staff: Chronic Absenteeism 95% Club - Supplemental Contracts to plan and implement incentives and celebrations - Revisit sending home a checklist from the nurse about how to handle different illnesses and symptoms Suspension Rate - Clarify SPED suspension criteria to all staff
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Action 1

Title: Chronic Absenteeism

Action Details:

Goal-30% identified as chronically absent.

- In an effort to decrease the percentage of students identified with chronic absenteeism to 34.19% and increase daily attendance, the school will implement a comprehensive parent communication and outreach program to hold parents accountable and strengthen parent involvement. The Behavioral Leadership Team will work to enhance school connectedness for all students and institute a positive attendance incentive program.

Reasoning for using this action:

☒ Strong Evidence
☐ Moderate Evidence
☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- ATLAS Attendance Data Reports
- ATLAS Tardy Reports
- Power BI Attendance Data
- Attendance Meetings

Owner(s):

- Principal/Office Staff
- Principal/Office Staff
- BLT/Admin
- Admin/Office Staff

Timeline:

- Weekly
- Weekly
- Weekly/Bi-Weekly
- Monthly

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

In order to support all students, including our significant subgroups and addressing disproportionality, a tiered level of support will be in place, including the following:

Tier 1

1. Funds will be available to provide The Positivity Project for all classrooms.
2. Implement a 95% Club.
3. Supplemental Contracts to plan and implement incentives and celebrations.
4. Incentives will be provided to students with positive attendance/tardy rates as determined by the Behavioral Leadership Team.
5. Incentives and recognition will be given to students and families with improved attendance and tardy rates.
6. Funds will be available to purchase materials and supplies to support improved attendance.
7. School wide celebrations/rewards for students with good attendance based on a set criterion.
8. Conferences and professional development opportunities will be made available to staff.

Tier 2

1. Implement a Resource Counseling Assistant to work with identified Tier 1 and Tier 2 students.
2. School psychologist will work with students and families around student wellness and trauma informed interventions.
3. Partner with All4Youth Counseling Services.
4. Saturday Academy
5. Principal attendance chats for parents of students identified as chronically absent Staff will conduct "check-ins" with identified students with attendance issues.
6. Staff will conduct check-ins with identified students.
7. Link identified students with peer buddies or peer mentors to facilitate school connectedness.
8. Student Success Team meetings will be made available to students with attendance issues.

Tier 3

1. Intensive Case Management supports with outside agencies District intervention/SARB
2. Utilize the Child Welfare and Attendance Worker out of the Wellness Hub.

Specify enhanced services for EL students:

- Office Assistant will work with identified students and families to support improved attendance.
- Ongoing progress monitoring and progress chats will take place for identified English Learners, with an emphasis on improved attendance.

Specify enhanced services for low-performing student groups:

Because of the technological and social-emotional issues, our chronic absenteeism rates were higher than expected. Overall, we had a rate of 44.9% chronically absent. In our significant subgroups, 50% of our African American students, 45% of Hispanic students, 35.79% of White students, 51.0% of SPED students, 51% of SED students and 44.4% of English Learners were chronically absent.

- Resource Counseling Assistant will work with students individually and in small groups, that are identified as chronically absent.
- School psychologist will provide identified families with outside resources that can help them to address their specific needs.
- Admin will hold attendance meeting for families with children identified as chronically absent.
- Incentive programs will be developed and implemented in order to honor students with good attendance.

Action 2

Title: Suspension

Action Details:

Goal-0.53% suspension rate

- Action # 2

In order to decrease our suspension rate from 1.40% to 1.07%, we will promote and enhance each students' connection to school, positive behavior and academic achievement, we will continue to implement a tiered level of response to behavior incidents and continue effective implementation of Safe and Civil components, which directly relate to suspension and attendance rates. Guidelines for success and district programs will continue to promote personal responsibility and social skills. Behavioral Leadership Team will provide professional learning to staff in addressing student behaviors at levels 1-3. Student Success Team meetings will be available to students with multiple suspensions and behavior issues. Behavior Support Plans will be implemented to support student behavior. The Interagency Child Empowerment Team will be utilized, as a Tier 3 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

- ATLAS Monthly Suspension Reports
- Power BI Misbehavior Data
- Student Success Team Meetings
- Supervision/Documentation of Class Meetings
- Student Surveys
- Staff Surveys

Owner(s):

- Admin/BLT/School Psychologist/RCA
- Admin/BLT/School Psychologist/RCA
- Admin/Teachers/School Psychologist
- Admin/Teachers
- Admin/BLT/School Psychologist/RCA
- Admin/BLT/School Psychologist/RCA

Timeline:

- Monthly/Bi-Weekly
- Bi-Weekly
- Monthly
- Quarterly
- Fall 2023 & Spring 2024
- Fall 2023 & Spring 2024

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

In order to support all students, including our significant subgroups, and address disproportionality, a tiered level of support will be in place, including the following:

Tier 1

- Weekly class meetings
- Funds will be available to provide The Positivity Project for all classrooms.
- Second Step
- Olweus Bullying Prevention Program
- Instruction in the 5 social-emotional learning competencies
- Funds will be available to purchase technology and technology programs to support social-emotional learning and school-based social-emotional initiatives and programs.
- School wide celebrations/rewards for students with positive behavior.
- Conferences and professional development opportunities will be made available to staff.

Tier 2

- Implement a Resource Counseling Assistant to work with identified Tier 1 and Tier 2 students.
- School psychologist will work with students and families around student wellness and trauma informed interventions.
- Partner with All4Youth Counseling Services.
- Girl Power
- Social Skills Instruction for Autism Inclusion Students.
- Staff will conduct "check-ins" with students with behavioral issues.
- Link up identified at-risk students with positive peer buddies to facilitate school connectedness.
- Student Success Team meetings will be provided for at-risk students.
- Substitute release time will be made available for staff to attend the meetings.
- Level 1 Behavior Plans will be developed for identified students.

Tier 3

- The Interagency Child Empowerment Team will be utilized for students with severe behavioral issues.

2. Connect with the regional Social Worker to support students and families with behavioral issues.
3. Connect student/families with outside agencies for support. District Department of Prevention and Intervention services will be made available.
4. Special Education assessments for identified students.

Specify enhanced services for EL students:

- Office Assistant will communicate with identified families in support of improved behavior and resources available to students and their families.
- Ongoing progress monitoring and progress chats will take place for identified English Learners.

Specify enhanced services for low-performing student groups:

In looking at the data, 4% of our students with disabilities, specifically from our Inclusion program, have been suspended.

- The Autism Inclusion Specialist will work with identified students in the areas of social skills, managing feelings and peer relationships among other things.
- Paraprofessionals will be utilized for students in the Autism inclusion students in the areas of organization, de-escalation of behaviors, work and study skills and positive reinforcement, among other things.
- The Resource Counseling Assistant will provide support for identified Tier 1 and Tier 2 students.
- School psychologist will provide identified families with outside resources that can help them to address their specific needs.
- Incentive programs will be developed and implemented in order to honor students with positive behavior.

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0422 Starr 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	Mat & Supp			: Provide incentives for students to support decreased chronic absenteeism.	1,304.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		58,393.00

\$59,697.00

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	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey- percent favorable in organizational culture domain	✓	95.49 %	92.02 %	2022-2023	95 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

Schoolwide them of "Be" was continued but was implemented inconsistently. The Monday News was sent to all staff in order to ensure the information was given to all. There weren't many inclusive engagement opportunities planned for staff.

2

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

N/A

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 (Intended actions for the current school year vs. Actual actions that occurred).

We will continue to use Discretionary Funds to support staff inclusion, celebrations and recognition. Planning for and implementing inclusive engagement opportunities will be a priority.

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 2023/24 SPSA.

For the 2023-2024, communication will continue to be top priority. We will have transitioned to ParentSquare, which is a platform that all staff will be utilizing. Monday News will continue to focus on academics, social-emotional learning and nuts and bolts information.

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

1 SSC: School Site Council approved the goal and action to increase staff retention.	2 ELAC: N/A	3 Staff: - Monthly classified meetings - Continue to push use of website - Implement ParentSquare
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Action 1

Title: Staff Connectedness and Retention

Action Details:

Goal- Fall Climate & Culture staff survey - 95.49% of staff respond favorable in organizational culture domain.

- In order to increase the percentage of staff responding favorably from 92.02% to 95%, we will implement a three-tiered approach to achieving our goal. The approach will be based upon communication with families, participation in school-based functions and increasing the amount of inclusive school opportunities for staff. We will continue to make communication and staff connectedness a priority.

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

- 2022-2023 Staff Survey results
- Meeting Agendas

Owner(s):

- Admin, staff
- Admin

Timeline:

- Fall 2023 & Spring 2024
- Ongoing

Describe Direct Services to Staff in support of students, including materials and supplies required (curriculum and instruction):

Tier 1

- School-wide theme to encourage connectedness with the entire school community.
- School wide celebrations.
- Send out Monday News to all staff.
- ParentSquare
- Monthly Teacher Meetings
- Monthly Classified Staff Meetings
- Inclusive Staff Engagement Opportunities

Tier 2

- One-on-one meetings with Administration

Tier 3

- One-on-one meetings with staff, administration and Human Resources

Specify enhanced services for Staff in support of EL students:

Specify enhanced services for Staff to support low-performing student groups:

N/A

N/A

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	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	90 %	98.46 %	2022-2023	100 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

Communication continued to be a priority, with the implementation of weekly school messages, classroom newsletters, use of website and marquee to display information and dates. Our office staff ensured that all parent calls and questions were addressed in a timely manner. School and PTA sponsored events took place regularly. PTA meetings were held monthly and with a choice of in-person or virtual.

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

Parents that changed their contact information often missed out on important messages coming from administration and staff.

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 (Intended actions for the current school year vs. Actual actions that occurred).

There were no major differences in the intended and actual implementation of our actions. Communication was a priority, whether from administration, teachers or staff.

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 2023/24 SPSA.

We will continue to communicate in a variety of ways in order to reach all of our families in a timely manner. By the fall of 2023, all families will need to be enrolled in ParentSquare as School Messenger will be phased out. Parent involvement in school and PTA sponsored events will be highly encouraged and supported.

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

1 SSC: School Site Council approved the goal and action to increase parent involvement.	2 ELAC: N/A	3 Staff: - Classroom websites to help with connectedness - Supports to encourage SPED parent involvement
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Action 1

Title: Inclusive Opportunities for Family Engagement

Action Details:

Goal-Fall Climate & Culture family survey - 88.46% of parents respond favorable in family engagement domain

- In order to increase the percentage of families responding favorably in the parent engagement domain from 98.46% to100%, we will implement a three-tiered approach to achieving our goal. The approach will be based upon communication with families, participation in school-based functions and increasing the amount of inclusive school opportunities for families.

Reasoning for using this action:	☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

- Sign-in sheets
- PTAMembership Totals
- Annual Parent Survey

Owner(s):

- Admin
- Admin, PTA Board
- Admin, Teachers, Staff

Timeline:

- Ongoing
- Quarterly
- Fall 2023 & Spring 2024

Describe Direct Services to Families in support of students, including materials and supplies required (curriculum and instruction):

Communication

- WeeklyParent Square message to Parents.
- WeeklySchool Newsletter to Parents.
- Use of Starr Website.
- Phone calls and emails responded to within 24 hours.
- Use of marquee to communicate important information.

Classroom Opportunities

- Parent-Teacher Conferences
- Classroom Newsletters
- ParentSquare
- Phone calls and emails responded to within 24 hours.
- Virtual and in-person volunteer opportunities
- Back to School Night

7. Open House

School-based Opportunities

1. PTAMeetings
2. PTAsponsored events.
3. School Site Council Meetings
4. Professional Learning Opportunities
5. Back to School Night
6. Open House
7. On-site volunteerism
8. Materials and supplies for parents, graphics.

Specify enhanced services for Families of EL students:

1. The Office Assistant will make email and phone contact to families of EL students.
2. Parent University will provide support with our second language parents and families.

Specify enhanced services for Families of low-performing student groups:

1. The Office Staff are the first impression for many of our parents. They will be helpful and supportive when parents call or arrive with questions and concerns.
2. The Office Staff will make email and phone contact to families of students.
3. Parent University will provide professional learning opportunities for parents and families.

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0422 Starr 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	Parent Participation	Mat & Supp			: Provide resources to enhance parent involvement. **No incentives or food **	600.00

\$600.00

2023-2024 Budget for SPSA/School Site Council

State/Federal Dept 0422 Starr Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Provide coverage for Student Success Team meetings. **NO IEPs**	1,801.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Provide before and/or after school interventions and enrichments for identified students. **NO IEPs**	4,312.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Sup			Provide before and/or after school interventions and/or enrichments for identified students.	1,967.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			: Provide resources to staff to support classroom instruction and student learning.	1,500.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Provide technology programs to support student achievement in ELA and/or mathematics.	1,991.00
G1A1	Sup & Conc	Instruction	Copier Maint			: Copier Maintenance.	2,000.00
G1A1	One-time School	Instruction	Teacher-Supp			Provide Supplemental Contracts for staff to implement before and/or after school interventions and/or enrichments.	4,928.00
G1A1	One-time School	Instruction	Nc-Equipment			: Provide Technology to support student achievement in ELA and/or Mathematics.	1,304.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			: Provide supplemental materials and supplies to support student learning and academic performance. **No incentives or food **	7,220.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Provide ELPAC assessors to administer the ELPAC assessment to all English Learners.	1,848.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Provide supplemental materials and supplies to support English Learner instruction and student achievement.	4,000.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			: Provide technology and technology programs to support English Lerner instruction and student achievement.	1,496.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Provide incentives for students to support decreased chronic absenteeism.	1,304.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		58,393.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Provide resources to enhance parent involvement. **No incentives or food **	600.00
							\$94,664.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$17,400.00
Sup & Conc	7090	\$63,688.00
LCFF: EL	7091	\$7,344.00
One-time School	7099	\$6,232.00
Grand Total		\$94,664.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$34,367.00
G3 - Increase student engagement in their school and community	\$59,697.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$600.00
Grand Total	\$94,664.00