

Starr Elementary

10621666088934

Principal's Name: Charles Reynolds

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

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

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

Consolidated Program Assurances



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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Charles Reynolds	X				
2. Chairperson - Tracy Dere-Rupel				X	
3. Julie Rodriguez		X			
4. Ann Lewis		X			
5. Lucinda Baucher		X			
6. Gabriela Martinez			X		
7. Amy Bright				X	
8. Gabriella Gutierrez				X	
9. Ashely Patton				X	
10. Kelly Parfitt				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	 <small>Charles Reynolds (May 17, 2022 15:05 PDT)</small>	May 17, 2022
SSC Chairperson	Tracy Dere-Ruppel		03.23.2022

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 2022/23

Starr - 0422

ON-SITE ALLOCATION

3010	Title I	\$17,407
7090	LCFF Supplemental & Concentration	\$66,392
7091	LCFF for English Learners	\$2,800
7099	ESSER III (learning loss/COVID impact, one-time funds)	\$36,292
TOTAL 2022/23 ON-SITE ALLOCATION		\$122,891

* 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	\$676
Remaining Title I funds are at the discretion of the School Site Council	\$16,731
Total Title I Allocation	\$17,407

Starr Elementary 2022-2023 - 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
i-Ready ELAD2 proficiency - percentage of students on/above	✓		42.42 %	2021-2022	50 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		32.22 %	2021-2022	40 %

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.

During the 2021-2022 school year, it was challenging to meet our ELA and math goals. Staff utilized the FUSD curriculum and curriculum supports to plan for and develop daily instruction for students. Staff supported students with extra time in class during the first semester, focusing on acceleration and intervention. Funds were allocated to purchase any materials and supplies needed to assist students. Strategic use of our Kindergarten paraprofessionals in our first grade classes allowed for additional small group instruction time. Because of the additional funds from Fresno Unified, staff did not need extra pay contracts to meet with students after school. PLC and Professional Learning meetings were optional and inconsistent throughout the year.

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

There were several factors that lead to the disproportionality of low performing students in ELA and math.

- Covid-related illnesses and quarantining lead to a large increase in the number of chronically absent students.
- Learning loss from the previous year. Students that did not have an appropriate level of support during the 2020-2021 distance learning school year came back with larger gaps towards proficiency.
- Simultaneous teaching vs. Independent Study Contracts. Our younger students that had to quarantine at home received work to do at home, rather than in-class instruction.

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).

Coming back to school full-time this year proved to be a challenge. Addressing acceleration and learning loss were the main focus of staff. Students had an extra 30 minutes of instruction during the first semester, eliminating the need for extra pay contracts for after-school tutoring. During the second semester, Kindergarten through second grade, along with two third grade teachers kept their students for the additional 30 minutes, paid for by the district. Classified personnel were paid by the district to support students during the second semester, eliminating the need for extra pay contracts. More materials were needed in the area of social-emotional supports. As a result, funds

were used to purchase sensory items to support attention and stress on students.

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 2022-23 SPSA.

We will continue to strive to meet our academic goals in ELA and math and strive to create and fund actions that meet the needs of all stakeholders, especially in the areas of intervention and enrichment. Funds will be allocated to supply those actions as well.

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 did not have any recommendations or changes.

2 ELAC:

N/A

3 Staff:

Staff would like to see a continued commitment to holding students accountable for their learning, continue to offer opportunities for students to receive additional intervention or enrichment before or after school from either a certificated or classified employee.

Action 1

Title: ELA Achievement

Action Details:

Goal-50% on or above grade level according to i-Ready 2.

- 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

1. Daily Progress Monitoring/Checking for Understanding
2. PLC Common Formative Data
3. iReady Assessment Data
4. IAB and FIAB Assessment Data (grades 3-6)
5. Wonders Weekly 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 2023
8. Ongoing (After each CFA and Interim)
9. Ongoing

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

Tier 1

1. English Language Arts instruction will begin with the utilization of the Fresno Unified School District adopted curriculum.
2. 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.
3. Substitute release time will be available to Professional Learning Community teams for strategic planning in English Language Arts.
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 English Language Arts instruction. Funds will be available for maintenance/repairs to technology.
6. Funds will be set aside to purchase supplemental materials and supplies to support English Language Arts instruction.
7. Conferences and/or professional development opportunities will be made available to staff. Funds will be set aside to purchase professional books.

Tier 2

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

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 and/or after school intervention/enrichment program.

Specify enhanced services for low-performing student groups:

Overall, 42.42% of students in kindergarten through sixth grade scored on or above on the second IReady Assessment. In our significant subgroups, 39.43% of Hispanic students, 18.18% of African American students, 32.24% of our SED students, and 21.57% of Students with Disabilities scored on or above level. Our White students had 46.29% score on or above level.

- 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-40% on or above grade level according to i-Ready 2

- 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: <input type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> 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)
- Go Math Chapter 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 2023
- Ongoing (After each CFA and Interim)
- Ongoing

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

Tier 1

- Mathematics instruction will begin with the utilization of Fresno Unified School District adopted curriculum.
- 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.
- 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.
- Substitute release time will be available to Professional Learning Community teams for strategic planning in mathematics.
- Supplemental contracts will be provided to classified staff to participate in training and meetings to support academic achievement.
- Funds will be set aside to purchase technology and technology programs to support mathematics instruction.
- Funds will be available for maintenance/repairs to technology.
- Conferences and professional development opportunities will be made available to staff in support of mathematics instruction.
- Funds will be set aside to purchase supplemental materials and supplies to support mathematics instruction.
- Funds will be set aside to purchase professional books.

Tier 2

- Kindergarten students will receive differentiated small-group instruction in mathematics based on identified needs provided by teacher and instructional assistants.
- First grade students will receive differentiated small-group instruction in mathematics based on identified needs provided by instructional assistants.
- Supplemental contracts will be provided to certificated and classified staff to lead mathematics intervention and/or enrichment groups.

4. 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 and/or after school intervention/enrichment program.

Specify enhanced services for low-performing student groups:

- Overall, 39.94% of students in kindergarten through sixth grade scored on or above on the second IReady Assessment. In our significant subgroups, 25.57% of Hispanic students, 9.09% of African American students, 20.92% of our SED students, and 17.65% of Students with Disabilities scored on or above level. Our White students had 42.45% score on or above level.
 - 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 3

Title: English Learner Reclassification Rate

Action Details:

Goal-11% 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:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

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 2023
2. Ongoing (After each CFA and Interim)
3. Ongoing
4. Ongoing (After each CFA and Interim)
5. August 2022 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. English Learner rep and/or classroom teacher will conduct English Learner Progress Chats with students.
5. Substitute release time will be available to staff conducting English Learner Progress Chats.
6. Conferences and professional development opportunities will be made available to staff.
7. Funds will be set aside to purchase supplemental materials and supplies to support instruction of English Learners.
8. Funds will be available to purchase technology and technology programs to support English Learner student achievement.
9. Funds will be made available for maintenance/repair of technology.
10. 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. 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.

2022-2023 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 substitute release time for grade level planning and SST meetings. **No IEPs**	2,411.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Provide supplemental contracts to plan and deliver intervention and/or enrichment. **No IEPs**	2,476.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Sup			Provide supplemental contracts to plan and deliver intervention and/or enrichment.	1,963.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Purchase materials to support ELA and mathematics instruction and intervention/enrichment. **No food or incentives**	4,000.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			: Purchase supplemental materials to support ELA and mathematics instruction and intervention/enrichment.	2,000.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			: Provide materials and supplies to support parent involvement. **No food or incentives**	676.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Purchase materials and supplies to support mathematics and ELA instruction	420.00
G1A1	Sup & Conc	Instruction	Copier Maint			: Fund the maintenance and repair of the copy machines	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Fund the repair of school/classroom technology	1,000.00
G1A1	One-time School	Instruction	Mat & Supp			: Purchase supplemental materials and supplies to support ELA and mathematics instruction. **No food or incentives**	12,005.00
G1A1	One-time School	Instruction	Nc-Equipment			: Purchase technology to support ELA and mathematics instruction	10,000.00
G1A3	LCFF: EL	Instruction	Ins Aide-Ext			Provide contracts to plan/implement English learner intervention	1,048.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Purchase materials and supplies to support English learner achievement	1,752.00

\$41,751.00

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	✓		89.84 %	2021-2022	91.94 %

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.

While being back to in-person five days a week was good for our students, the Covid protocols put in place by the CDPH and FUSD gave students limited access to assemblies, field trips and extended enrichment activities. Baseline supports, such as classroom music, orchestra, band and choir, were able to occur. Goal 2 sports were put on hold, but students were allowed to join a sports team and participate in an intramural sports program.

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

Because of the Covid protocols from the CDPH and Fresno Unified, staff and students were limited in the types of experiences provided.

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).

Because of the Covid protocols from the CDPH and Fresno Unified, staff and students were limited in the types of experiences provided. Funds were set aside, but not utilized as in past years.

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 2022-23 SPSA.

We will continue to develop and fund actions that will increase student engagement and real-world experiences that will connect students to the school and to their peers.

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 did not have any recommendations or changes.

2 ELAC:
N/A

3 Staff:
Staff would like to see a continued emphasis on implementing and funding actions that support a variety real-world learning opportunities for students.

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

Owner(s):

Timeline:

- 1. Goal 2 Engagement Reports
- 2. Student Survey results
- 3. Parent Survey results
- 4. Staff Survey results

- 1. Admin/Teachers
- 2. BLT/Admin
- 3. BLT/Admin
- 4. BLT/Admin

- 1. Ongoing/Quarterly
- 2. Fall 2022 & Spring 2023
- 3. Fall 2022 & Spring 2023
- 4. Fall 2022 & Spring 2023

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 Goal 2 experience
- Funds will be available to purchase technology and technology programs to support various Goal 2 experience.
- Supplemental contracts will be provided to staff to plan, prepare, lead and monitor their Goal 2 experience.
- Substitute release time will be provided to staff to plan, prepare, lead and monitor their each Goal 2 experience.
- Conferences and professional development opportunities will be made available to staff.

Tier 2

- Students with specific needs will be supported in their chosen Goal 2 activity.

Tier 3

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

- 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.

- 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.

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0422 Starr Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Student Incenti			: Purchase materials and supplies to support various Goal 2 activities	10,000.00
G2A1	One-time School	Instruction	Mat & Supp			: Materials & Supplies **No Food / No Incentives**	5,000.00
G2A1	One-time School	Instruction	Nc-Equipment			: Purchase technology to support various Goal 2 activities. **No food or incentives**	6,292.00

\$21,292.00

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	✓		38.01 %	2021-2022	30 %
Suspension Rate - Semester 1	✓		1.4 %	2021-2022	1.07 %

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
 The 2021-2022 school year was one where we saw a great increase in the number and percentage of students chronically absent. Covid quarantine protocols often required students to stay out for 10 days, thus identifying them as chronically absent. We were not able to implement attendance incentives because absences were out of the control of parents and students.

Suspension Rate
 Our suspension rate continues to be low due to the work of our staff. Two students comprised the whole of our suspension rate. The implementation of our Resource Counseling Assistant proved to be a benefit to students. Identified Tier 1 and Tier 2 students received both in class and individual/small group support. Students were supported at recess through the Watchtower, where they could go and engage in activities that help foster socialization and peer relationships.

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
 Due to the fact that families had to adhere to our Covid protocols and quarantine requirements, our number and percentage of students identified as chronically absent increased significantly. Families were encouraged to keep students at home whenever they exhibited any Covid-like symptoms as well.

Suspension Rate
 We do not have a significant disproportionality in our suspension rate. Two students comprise the entire suspension rate, one who is identified as SPED. Our suspension rate is low due to the fact that our staff provides social-emotional learning and supports throughout the day.

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).

For the 2021-2022 school year, we were not able to implement any attendance initiatives due to the fact that being out of school was beyond a student's control. Therefore, funds were not utilized for incentive programs. Funds were spent to support the Resource Counseling Assistant and her program.

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 2022-23 SPSA.

For the 2022-2023 school year, we plan to revisit attendance initiatives and incentives to encourage students and families to be at school. We will continue to invest in the Resource Counseling Assistant as well.

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 did not have any recommendations or changes.

2 ELAC:

N/A

3 Staff:

Staff would like to see a continued focus of actions and funds on all social-emotional learning and improved attendance.

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 from 38.01% to 37.41% 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](#)

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

[Timeline:](#)

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

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

- 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

- Incentives will be provided to students with positive attendance/tardy rates as determined by the Behavioral Leadership Team.
- Incentives and recognition will be given to students and families with improved attendance and tardy rates.
- Funds will be available to purchase materials and supplies to support improved attendance.
- School wide celebrations/rewards for students with good attendance based on a set criteria.
- 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.
- Principal attendance chats for parents of students identified as chronically absent Staff will conduct "check-ins" with identified students with attendance issues.
- Link identified students with peer buddies or peer mentors to facilitate school connectedness.
- Student Success Team meetings will be made available to students with attendance issues.

Tier 3

- Intensive Case Management supports with outside agencies District intervention/SARB
- 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, 50% of Hispanic students, 35.79% of White students, 61.0% of SPED 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-1.07% suspension rate

- 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:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

1. ATLAS Monthly Suspension Reports
2. Power BI Misbehavior Data
3. Student Success Team Meetings
4. Supervision/Documentation of Class Meetings
5. Student Surveys
6. Staff Surveys

Owner(s):

1. Admin/BLT/School Psychologist/RCA
2. Admin/BLT/School Psychologist/RCA
3. Admin/Teachers/School Psychologist
4. Admin/Teachers
5. Admin/BLT/School Psychologist/RCA
6. Admin/BLT/School Psychologist/RCA

Timeline:

1. Monthly/Bi-Weekly
2. Bi-Weekly
3. Monthly
4. Quarterly
5. Fall 2022 & Spring 2023
6. Fall 2022 & Spring 2023

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

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:

- 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.

2022-2023 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	Title 1 Basic	Instruction	Mat & Supp			: Provide materials, supplies to support improved attendance. **No food or incentives**	3,881.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		52,972.00
G3A2	One-time School	Instruction	Bks & Ref			: Positivity Project License	2,995.00

\$59,848.00

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	✓		94.39 %	2021-2022	95.49 %

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.

Due to Covid-19 restrictions, there was a limit on implementing inclusive staff engagement opportunities. Much of what we did was whole group, such as staff meetings, Monday News and important email messages. Our theme of "Be" was an opportunity to engage staff in activities that promoted connectedness, such as raffles and periodic inspirational quotes. We used the theme for reward tickets that students earned and teachers also used the theme in their classrooms.

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

We did not have a turnover of staff from the 2020-2021 school year. Because of the Covid-19 restrictions, congregating in larger groups was not an option. Classified staff that struggled to access their emails were affected by not always getting important information in a timely manner.

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).

Funds were set aside for inclusive staff engagement opportunities, but because of donations and extra funding, we did not need to access the bulk of the funds for this goal.

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 2022-23 SPSA.

For the 2022-2023 school year, we will continue to make communication and staff learning a priority. Attention will be made to ensuring that Classified staff are a part of staff meetings and learning opportunities when applicable. We are hopeful that restrictions will ease and we will be able to meet with our staff on a regular basis.

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 did not have any recommendations or changes.

2 ELAC:

N/A

3 Staff:

Based on survey results, staff would like to see a continued focus on having common goals for staff, continued support from administration and a focus on student success.

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 94.39% to 95.49%, 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

Owner(s):

Timeline:

1. 2022-2023 Staff Survey results
2. Meeting Agendas

1. Admin, staff
2. Admin

1. Fall 2022 & Spring 2023
2. Ongoing

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

Tier 1

- School-wide theme to encourage connectedness with the entire school community
- Send out Monday News to all staff.
- Monthly Teacher Meetings
- Monthly Classified Staff
- 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 Professional Development or Staff Services to support EL students:

N/A

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

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	✓		87.36 %	2021-2022	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.

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.

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

Because of the continued Covid-19 restrictions, having parents on campus was not an option, except for a few opportunities like Parent/Teacher Conferences and Back to School Night. The Starr PTA was not able to plan and deliver different activities and events. PTA meetings were virtual and not highly attended.

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).

Communication with families was the main priority, especially when dealing with the different Covid-19 changes in protocols. All school sponsored events were either canceled or modified so that only staff and essential visitors were allowed to engage with students.

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 2022-23 SPSA.

There is a hope that for the 2022-2023 school year, we will be able to offer more family site-based engagement opportunities through school activities, PTA, Parent University and Goal 2.

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 did not have any recommendations or changes.

2 ELAC:

N/A

3 Staff:

Based on survey results, staff would like to see us be able to implement more in-person family engagement opportunities.

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 87.36% to 88.46%, 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

Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

1. Sign-in sheets
2. PTAMembership Totals
3. Annual Parent Survey

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

1. Admin
2. Admin, PTA Board
3. Admin, Teachers, Staff

[Timeline:](#)

1. Ongoing
2. Quarterly
3. Fall 2022 & Spring 2023

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

Communication

- Weekly School Messenger to Parents
- Weekly School 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
- Week-at-a-Glance
- Phone calls and emails responded to within 24 hours
- Virtual and in-person volunteer opportunities

- Back to School Night
- Open House

School-based Opportunities

- PTA Meetings
- PTAsponsored events
- School Site Council Meetings
- Professional Learning Opportunities
- Back to School Night
- Open House
- On-site volunteerism
- Materials and supplies for parents, graphics

Specify Direct Service and Opportunities for parents and families to support 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 Direct Service and Opportunities for parents and families to support 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.

2022-2023 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 substitute release time for grade level planning and SST meetings. **No IEPs**	2,411.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Provide supplemental contracts to plan and deliver intervention and/or enrichment. **No IEPs**	2,476.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Sup			Provide supplemental contracts to plan and deliver intervention and/or enrichment.	1,963.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Purchase materials to support ELA and mathematics instruction and intervention/enrichment. **No food or incentives**	4,000.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			: Purchase supplemental materials to support ELA and mathematics instruction and intervention/enrichment.	2,000.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			: Provide materials and supplies to support parent involvement. **No food or incentives**	676.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Purchase materials and supplies to support mathematics and ELA instruction	420.00
G1A1	Sup & Conc	Instruction	Copier Maint			: Fund the maintenance and repair of the copy machines	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Fund the repair of school/classroom technology	1,000.00
G1A1	One-time School	Instruction	Mat & Supp			: Purchase supplemental materials and supplies to support ELA and mathematics instruction. **No food or incentives**	12,005.00
G1A1	One-time School	Instruction	Nc-Equipment			: Purchase technology to support ELA and mathematics instruction	10,000.00
G1A3	LCFF: EL	Instruction	Ins Aide-Ext			Provide contracts to plan/implement English learner intervention	1,048.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Purchase materials and supplies to support English learner achievement	1,752.00
G2A1	Sup & Conc	Instruction	Student Incenti			: Purchase materials and supplies to support various Goal 2 activities	10,000.00
G2A1	One-time School	Instruction	Mat & Supp			: Materials & Supplies **No Food / No Incentives**	5,000.00
G2A1	One-time School	Instruction	Nc-Equipment			: Purchase technology to support various Goal 2 activities. **No food or incentives**	6,292.00
G3A1	Title 1 Basic	Instruction	Mat & Supp			: Provide materials, supplies to support improved attendance. **No food or incentives**	3,881.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		52,972.00
G3A2	One-time School	Instruction	Bks & Ref			: Positivity Project License	2,995.00

\$122,891.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$17,407.00
Sup & Conc	7090	\$66,392.00
LCFF: EL	7091	\$2,800.00
One-time School	7099	\$36,292.00
Grand Total		\$122,891.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$41,751.00
G2 - Expand student-centered and real-world learning experiences	\$21,292.00
G3 - Increase student engagement in their school and community	\$59,848.00
Grand Total	\$122,891.00