

Starr Elementary

10621666006068

Principal's Name: Charlie Reynolds

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

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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 student groups 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 (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (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 - Charlie Reynolds	X				
2. Chairperson – Robert Veneman-Hughes				X	
3. Lucinda Baucher		X			
4. Jessica Berzac				X	
5. Heather Hertelender				X	
6. Gabriela Martinez			X		
7. Danielle Montes-Gore				X	
8. Shannon Reyna		X			
9. Julie Rodriguez		X			
10. Melondy Wharry				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: Starr Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Charlie Reynolds		March 20, 2024
SSC Chairperson	Robert Veneman-Hughes		March 20, 2024

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 2024/25

Starr - 0422

ON-SITE ALLOCATION

3010	Title I	\$20,640 *
7090	LCFF Supplemental & Concentration	\$72,906
7091	LCFF for English Learners	\$9,504

TOTAL 2024/25 ON-SITE ALLOCATION

\$103,050

* 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	\$688
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Remaining Title I funds are at the discretion of the School Site Council	\$19,952
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Total Title I Allocation	\$20,640
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Starr Elementary 2024-2025 - 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		40 %	6.3 %	2023-2024	20 %
SBAC ELA - Average distance from standard	✓	10 pts	-4.3 pts	2023-2024	10.7 pts
SBAC ELA - percentage of students met/exceeded standard	✓	60 %	49.5 %	2023-2024	60 %
SBAC Math - Average distance from standard	✓	10 pts	-9.7 pts	2023-2024	5.3 pts
SBAC Math - percentage of students met/exceeded standard	✓	50 %	46.5 %	2023-2024	55 %

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.

ELA and Mathematics

Tier 1

- Staff implemented the GVC and utilized our district resources as the foundation for instruction, intervention and enrichment. Funds were utilized to purchase any supplemental materials, technology and programs in support of Tier 1 instruction. Staff did not use funds for PLC team planning, trainings and in purchasing professional books.

Tier 2

- Our Kindergarten paraprofessionals provided daily support for our kindergarten students both as a push-in and pull-out service. In the afternoons, they supported identified first grade students in both ELA and mathematics, working with small groups of learners. Through our regional literacy plan, identified students in grades K-6 received an intensive reading intervention through Cullinan.

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

ELA

Based on the 2023 California School Dashboard, All Students are at the High Level, increasing by 9 points and being 4.3 points below standard. As for our significant subgroups, our Hispanic students are at the Medium Level, increasing 18.6 points and are 12.4 points below standard. Our White students are at the Low Level, declining 6.7 points and are 11.9 points below standard. Our Students with Disabilities are at the Medium Level, increasing 41.7 points, yet they are 67.1 points below standard. Our Socioeconomically Disadvantaged students are at the Low Level, maintaining 1.7 points and are 16 points below standard.

According to i-Ready2, 45.3% of students in K-6 are at or above grade level. Our subgroup data shows 45.5% of our White Students, 42.9% of our Hispanic Students, 29.6% of our Students with Disabilities, 34.5% of our Socioeconomically Disadvantaged Students, 11.1% of our African American students and 23.5% of our EL Students are at or above grade level. Grade level data shows 48% of kindergarteners, 34% of first graders, 61% of second graders, 60% of third graders, 40% of fourth graders, 39% of fifth graders and 32% of sixth graders are at or above grade level. Our fourth-sixth grades did not have a comprehensive reading

Unfortunately, this will not be available next year. Only two staff members provided before or after school interventions. Our Student Success Team met regularly and supported referred students through creating 504 plans and identifying ways to better support students in ELA and mathematics.

Tier 3

- All of our Special Education identified students received direct services through the RSP and Inclusion program staff. Inclusion students were supported through social skills instruction from the Inclusion Specialist and daily academic and social-emotional support from their paraprofessional. RSP students were supported by the RSP teacher and paraprofessionals in ELA and mathematics. These services were both in and out of the classroom setting. Students identified through the SST process were assessed for Special Education services.

English Learner

Tier 1

- Teachers with English Learners provided thirty minutes of small group instruction as well as daily integrated instruction. Teachers utilized the ELD standards and district resources for planning. Funds were utilized for materials, supplies and assessments. We did not implement an English Learner Club nor utilize funds for extra support, professional development and EL chats.

Tier 2

- Funds were not used for intervention and enrichment as there were no staff interested in developing this. SSTs were provided for any EL students needing extra support.

Tier 3

- All English Learner students identified as Special Education received support from identified personnel and Special Education assessments were made available for identified students.

intervention program for students working below grade level in ELA, but a select few students were given the opportunity to attend Cullinan, an intensive reading intervention. Kindergarten and first graders received extra support from paraprofessionals and an intensive reading intervention through Cullinan. Our SWD and SED students made positive growth in SBAC, but still remain farther below standards than our other significant subgroups.

According to the second Kindergarten Foundational Skills Assessment, the average correct response for identifying uppercase letters is 25.80. The average correct response for identifying lowercase letters is 25.40. The average correct response for identifying letter sounds is 29.09. The average correct response for identifying high frequency words is 24.76, this being the lowest domain.

Math

Based on the 2023 California School Dashboard, All Students are at the High Level, increasing by 9.8 points and being 9.7 points below standard. As for our significant subgroups, our Hispanic students are at the High Level, increasing 14 points and are 20.6 points below standard. Our White students are at the High Level, increasing 9.4 points and are 13.8 points below standard. Our Students with Disabilities are at the Medium Level, increasing 43.3 points yet are 68.4 points below standard. Our Socioeconomically Disadvantaged students are at the Low Level, maintaining 2.8 points and are 26.1 points below standard.

According to i-Ready 2, 34.3% of students in K-6 are at or above grade level. Subgroup data shows that 29.4% of our White students, 34.0% of our Hispanic students, 25.9% of our Students with Disabilities, 21.0% of our Socioeconomically Disadvantaged students, 22.2% of our African American students and 5.9% of our EL Students are at or above grade level. Grade level data shows 24% of kindergarteners, 21% of first graders, 41% of second graders, 43% of third graders, 40% of fourth graders, 35% of fifth graders and 33% of sixth graders are at or above grade level. Our fourth-sixth grades did not have a comprehensive math intervention program for students working below grade level. Kindergarten and first graders received extra support from paraprofessionals.

According to the second Kindergarten Foundational Skills Assessment, the average correct response for numbers 1-20 is 18.16. The average correct response for counting on is 45, with most students struggling to count on from 18, 37, and 63.

English Learner

Based on the 2023 California School Dashboard, our English Learners are not a significant subgroup, with only 11 students. Of those students, 50% of them decreased at least one ELPI level, 10% maintained ELPI levels, and 40% increased at least one ELPI level.

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 significant differences between the intended and implemented actions. Many of the academic achievement actions were not funded through the SPSA because staff was already in place to support students. We will continue to offer staff the chance to provide a before or after school intervention as well as supplemental materials to support Tier 1 and Tier 2 instruction. Cullinan, our intensive reading intervention funded through the regional literacy plan, will not be available for the 24-25 school year. Staff utilized the ELPAC standards and district resources to support English Learners, but many of the funded actions were not implemented.

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 2024/25 SPSA.

There won't be any significant changes to this year's actions. We will continue to utilize the GVC and district resources, such as the Scope and Sequence and Pacing Guides, as a way to plan for Tier 1 and Tier 2 instruction, intervention and enrichment. Our regional literacy plan will provide extra staff through the California Teaching Fellows, supplemental materials and supplies, and funds for planning, assessing, interventions and enrichments for our TK, kindergarten, first and second grade teams. Staff is committed to investigating and implementing a comprehensive intervention model or program to support students working below grade level in either English Language Arts or mathematics. English Learners will continue to be monitored by the EL Rep and more of an effort will be made to implement interventions and monitoring opportunities for students.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students). School Site Council members approved the academic achievement actions and budget allocations with no feedback or changes needed.	2 ELAC: N/A	3 Staff - (Credentialed Staff, Classified Staff, and Administrators): ELA and Math Feedback and Suggestions - Need for an intensive reading and math intervention program for grades 3-6. - Purchase supplemental materials and resources to support Tier 1 and Tier 2 instruction, intervention, and enrichment. - Continue to provide supplemental contracts for staff that are interested in planning and delivering intervention and enrichment outside of the school day. - Provide opportunities for staff to attend professional learning and conferences in ELA and math. English Learner Redesignation Feedback and Suggestions - Continue to allocate funds for supplemental materials and supplies to support EL instruction. - Provide opportunities for staff to attend professional learning and conferences.
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Action 1

Title: ELA Achievement

Action Details:

ELA SBAC Goal - 60% of students will meet or exceed standards
 ELA SBAC Goal - Average distance from standard will increase 15 points from -4.3 to 10.7.

- 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 utilizing evidence-based practices. 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	Owner(s):	Timeline:
- 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 - Fluency Assessments - SBAC Data - Student Achievement Conferences - Classroom Walkthroughs and Feedback Conversations	- Teachers/Admin - Teachers/Principal - ILT/PLCs/Admin - Teachers - Teachers - Kindergarten Teachers - Teachers - ILT/PLC/Admin - Teachers/Admin - Admin/Teachers	- Ongoing - After each CFA - August, November, March - After each major standard taught - Weekly - Trimesterly - Ongoing - June 2025 - 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.
 - Staff will engage with students individually and in small groups to provide personalized instruction and support during assigned computer interventions, such as i-Ready, Scholastic F.I.R.S.T, and Reflex Math.
 - Staff will utilize evidence-based instructional strategies in the delivery of phonemic awareness, phonics, and word work in grades TK-2.
 - Funds will be set aside to purchase technology and technology programs to support evidence-based English Language Arts instruction.
 - Funds will be set aside to purchase supplemental materials and supplies to support evidence-based English Language Arts instruction.
 - Supplemental contracts will be provided to classified staff to participate in trainings and meetings to support academic achievement.
 - Conferences and/or professional development opportunities will be made available to all staff.
 - 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**
- Staff will provide small group and individual intervention to identified students.
 - Identify and implement a school wide Intervention for all students 1-2 grade levels below.
 - Identify and implement an intensive reading intervention for students in grades 4-6.
 - Kindergarten Paras will provide Kindergarten students differentiated small-group instruction in English Language Arts based on identified needs.
 - Kindergarten Paras will provide first grade students differentiated small-group instruction in English Language Arts based on identified needs.
 - 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: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

- Our English Learners are not a significant subgroup, therefore they do not have data from the California School Dashboard.,

2. Using Title I funds Only: What are the planned expenses to support English learner students?

- Supplemental Contracts will be available to certificated staff to lead intervention and/or enrichment groups focusing on English Learners.
- Substitute release time to attend SST meetings for identified English Learners.
- Provide technology and technology programs to support student achievement in all content areas.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

- Provide supplemental materials and supplies to support Tier 1 and Tier 2 instruction, interventions and enrichments for identified English Learner students.
- Provide technology, technology programs to support student achievement in English Language Arts.
- Purchase supplemental materials and supplies to support English Learner achievement.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

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.

- 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. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support, keeping in mind the Districtwide focus on Students with Disabilities and Foster Youth. Utilize the SPSA PowerBI for student group data.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

We have no student groups identified in the red. We have two student groups identified in the orange.

- Socioeconomically Disadvantaged Students
- White Students

2. Using Title I funds Only: What are the planned expenses to support this student group?

- Supplemental contracts will be provided to teachers in grades two through six to develop, plan and implement Tier 1 and Tier 2 interventions and enrichments for identified students in English Language Arts.
- Classified supplemental contracts will be provided to assist in the planning and implementation of Tier 1 and Tier 2 interventions and enrichments for identified students in English Language Arts
- Teacher supplemental contracts will be provided to teachers in grades two through six for PLC teams to plan for instruction, interventions and enrichments in English Language Arts.
- Provide technology and technology programs to support student achievement in English Language Arts.
- Provide supplemental materials and supplies to support Tier 1 and Tier 2 instruction, interventions and enrichments.
- Provide access to the FUSD Graphics Department for supplemental materials used to support student achievement.
- Provide coverage for Student Success Team Meetings.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

- Purchase supplemental materials and supplies to support English Learner achievement.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- The Resource Specialist will work with identified students at their specific reading level to address identified reading gaps.
- The Autism Inclusion Specialist will work with identified students in the areas of social skills, managing feelings, peer relationships and academics.
- 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 in support of academic achievement.
- Kindergarten Paras will provide Kindergarten students differentiated individual and small-group instruction in English Language Arts based on identified needs.
- Kindergarten Paras will provide first grade students differentiated individual and small-group instruction in English Language Arts based on identified needs.
- ILT will meet regularly to support the development of their PLC Team and to support student achievement.
- PLC time will be built into early release days to establish student growth goals and plan methods to obtain the goals.
- Through the Bullard Region Literacy Plan, two California Teaching Fellows will be utilized in support of TK-2 intervention and enrichment.

- Through the Bullard Region Literacy Plan, supplemental contracts will be provided to teachers in TK through second grade to develop, plan and implement interventions and enrichments for identified students.
- Through the Bullard Region Literacy Plan, supplemental contracts will be provided to TK through second grade PLC teams to plan for Tier 1 and Tier 2 instruction, intervention and enrichment.
- Through the Bullard Region Literacy Plan, supplemental materials and supplies will be made available to our TK through first grade teams to support reading by first grade.
- Through the Bullard Region Literacy Plan, Haggerty materials will be provided to teachers in Kindergarten through second grade to support daily phonemic and phonics instruction.
- Through the Bullard Region Literacy Plan, an Academic/Literacy Coach will support staff and students through professional learning, coaching cycles and PLC team support.

Action 2

Title: Math Achievement

[Action Details:](#)

Math SBAC Goal -55% will meet or exceed standard

Math SBAC Goal -Average distance from standard will increase 15 points, from -9.7 to 5.3

- 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 utilizing evidence-based practices. 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. Fluency Checks
8. SBAC Data
9. Student Achievement Conferences
10. 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. Fluency Checks
8. ILT/PLC/Admin
9. Teachers/Admin
10. Admin/Teachers

[Timeline:](#)

1. Ongoing
2. After each CFA
3. August, November, March
4. After each major standard taught
5. Weekly
6. Quarterly
7. Ongoing
8. June 2025
9. Ongoing (After each CFA and Interim)
10. 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. Staff will engage with students individually and in small groups to provide personalized instruction and support during assigned computer interventions, such as i-Ready, Scholastic F.I.R.S.T, and Reflex Math
5. Supplemental contracts will be provided to classified staff to participate in trainings and meetings to support academic achievement.
6. Funds will be set aside to purchase technology and technology programs to support evidence-based mathematics instruction.
7. Conferences and professional development opportunities will be made available to all staff in support of evidence-based mathematics instruction.
8. Funds will be set aside to purchase supplemental materials and supplies to support evidence-based 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. Staff will provide small group and individual instruction to identified students.
2. Identify and implement a school wide Intervention for all students 1-2 grade levels below.
3. Identify and implement an intensive reading intervention for students in grades 4-6.
4. Kindergarten Paras will provide students with differentiated individual and small-group instruction in mathematics based on identified needs.
5. Kindergarten Paras will provide first grade students with differentiated individual and small-group instruction in mathematics based on identified needs.
6. Supplemental contracts will be provided to certificated and classified staff to lead mathematics intervention and/or enrichment groups.
7. 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: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

- Our English Learners are not a significant subgroup, therefore they do not have data from the California School Dashboard.,

2. Using Title I funds Only: What are the planned expenses to support English learner students?

- Supplemental Contracts will be available to certificated staff to lead intervention and/or enrichment groups focusing on English Learners.
- Substitute release time to attend SST meetings for identified English Learners.
- Provide technology and technology programs to support student achievement in all content areas.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

- Provide supplemental materials and supplies to support Tier 1 and Tier 2 instruction, interventions and enrichments in mathematics.
- Provide technology, technology programs to support student achievement in mathematics.
- Purchase supplemental materials and supplies to support English Learner achievement.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support, keeping in mind the Districtwide focus on Students with Disabilities and Foster Youth. Utilize the SPSA PowerBI for student group data.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

We have no student groups identified in the red. We have one student group identified in the orange.

- Socioeconomically Disadvantaged

2. Using Title I funds Only: What are the planned expenses to support this student group?

- Supplemental contracts will be provided to teachers in grades two through six to develop, plan and implement Tier 1 and Tier 2 interventions and enrichments for identified students in mathematics.
- Classified supplemental contracts will be provided to assist in the planning and implementation of Tier 1 and Tier 2 interventions and enrichments for identified students in mathematics.
- Teacher supplemental contracts will be provided to teachers in grades two through six for PLC teams to plan for instruction, interventions and enrichments in mathematics.
- Provide technology and technology programs to support student achievement in mathematics.
- Provide supplemental materials and supplies to support Tier 1 and Tier 2 instruction, interventions and enrichments in mathematics.
- Provide coverage for Student Success Team Meetings.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

- Purchase supplemental materials and supplies to support English Learner achievement.

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. - 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.	4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA - The Resource Specialist will work with identified students at their specific reading level to address identified reading gaps. - The Autism Inclusion Specialist will work with identified students in the areas of social skills, managing feelings, peer relationships and academics. - 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 in support of academic achievement. - Kindergarten Paras will provide students with differentiated individual and small-group instruction in mathematics based on identified needs. - Kindergarten Paras will provide first grade students with differentiated individual and small-group instruction in mathematics based on identified needs. - ILT will meet regularly to support the development of their PLC Team and to support student achievement. - PLC time will be built into early release days to establish student growth goals and plan methods to obtain the goals. - Through the Bullard Region Literacy Plan, an Academic/Literacy Coach will support staff and students through professional learning, coaching cycles and PLC team support.
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Action 3

Title: English Learner Reclassification Rate

Action Details: Goal-20% of English Learners will score a 4 on the annual ELPAC assessment. Based on the California School Dashboard analysis of ELPAC scores, 5 0% of our English Learners decreased at least one ELPI level, 10% of our English Learners maintained their ELPI levels, and 40% of English Learners increased at least one ELPI level. 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
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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/CFAELA 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 2025
- 2. Ongoing (After each CFA and Interim)
- 3. Ongoing
- 4. Ongoing (After each CFA and Interim)
- 5. August 2024 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 English Learner 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 GVC supplemental materials specific to English Learner needs.
- 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: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

- Our English Learners are not a significant subgroup, therefore they do not have data from the California School Dashboard.
2. Using Title I funds Only: What are the planned expenses to support English learner students?
- Supplemental Contracts will be available to certificated staff to lead intervention and/or enrichment groups focusing on English Learners.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support, keeping in mind the Districtwide focus on Students with Disabilities and Foster Youth. Utilize the SPSA PowerBI for student group data.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

- Our English Learners are not a significant subgroup, therefore they do not have data from the California School Dashboard.
2. Using Title I funds Only: What are the planned expenses to support this student group?
- Supplemental Contracts will be available to certificated staff to lead intervention and/or enrichment groups focusing on English Learners.

- Substitute release time to attend SST meetings for identified English Learners.
- Provide technology and technology programs to support student achievement in all content areas.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

- Purchase supplemental materials and supplies to support English Learner instruction.
- Supplemental Contracts will be available to certificated staff to lead intervention and/or enrichment groups focusing on English Learners.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- 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.

- Substitute release time to attend SST meetings for identified English Learners.
- Provide technology and technology programs to support student achievement in all content areas.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

- Purchase supplemental materials and supplies to support English Learner instruction.
- Supplemental Contracts will be available to certificated staff to lead intervention and/or enrichment groups focusing on English Learners.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- 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.
- PLC time will be built into early release days to establish student growth goals and plan methods to obtain the goals.
- Through the Bullard Region Literacy Plan, an Academic/Literacy Coach will support staff and students through professional learning, coaching cycles and PLC team support.

2024-2025 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 to attend SST meetings. **No IEPs**	2,986.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Provide supplemental contracts to teachers to plan and implement interventions and enrichments for identified students. **No IEPs**	1,839.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Sup			Provide supplemental contracts to support the planning and implementation of interventions and enrichments in ELA and math.	1,315.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and supplies to support ELA instruction, intervention and enrichment. **No food or incentives.**	973.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology and technology-based programs to support daily instruction, intervention and enrichment.	6,000.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			: Graphics to support instruction, intervention, enrichment and parent involvement.	2,000.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Provide supplemental contracts to teachers to plan and implement interventions and enrichment to identified students in mathematics. **No IEPs**	1,839.00
G1A3	Sup & Conc	Instruction	Copier Maint			: Copier maintenance.	5,700.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Provide supplemental contracts to support EL instruction, intervention and assessment.	1,839.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Materials and supplies to support English Learner reclassification	2,560.00

\$27,051.00

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	✓	90 %	82 %	2023-2024	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.

Tier 1

- Students continued to have opportunities to participate in extracurricular sports and clubs. Funds from our Goal 2 budget were utilized to pay staff to lead these activities and site funds were used to purchase any supplemental materials needed. Students that are a part of our Extended Learning Program were provided opportunities to participate in quarterly enrichments. Staff did not engage in any professional development or supplemental contracts for planning.

Tier 2

- Students with special needs were given priority and support in their chosen activity. We did not implement "Starr is a Great Place to Be."

Tier 3

- N/A

2

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

Based on the Fall Climate and Culture Survey, 82% of students surveyed responded favorably in the student-centered/real-world experiences domain, an increase of 1%. Only 52 out of 181 students, a mixture of fourth and fifth graders, engaged in the survey, skewing any data. A directed effort is being made to ensure all of our third through sixth grade students engage in the spring survey, so that we can get more accurate data and plan for next steps.

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 significant differences between the intended and actual implementation of the actions and budget expenditures. Funds from our Extended Learning and Goal 2 departments will continue to fund opportunities for students to participate in various engagement activities.

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 2024/25 SPSA.

We will continue to offer as many student-centered and real-world experiences as possible, both in and out of the classroom. This will be dependent on the number of staff members willing to lead this as well as continued offerings from our Goal 2 and Extended Learning departments.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

School Site Council members approved the student centered and real-world experience actions and budget allocations with no feedback or changes needed.

2

ELAC:

N/A

3

Staff - (Credentialed Staff, Classified Staff, and Administrators):

Staff Feedback and Suggestions

- Provide supplemental contracts for staff to plan, prepare, lead and monitor different engagement activities.
- Allocate funds to provide materials and supplies to support each engagement activity.
- Provide professional learning and conference opportunities for staff.

Action 1

Title: School Connectedness

Action Details:

In order to increase the percentage of students responding favorably in the student-centered/real-world experience domain on the fall student survey, we will work 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

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

Owner(s):

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

Timeline:

- 1. Ongoing/Quarterly
- 2. Fall 2024 & Spring 2025
- 3. Fall 2024 & Spring 2025
- 4. Fall 2024 & Spring 2025

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

Tier 1

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

Tier 2

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

Tier 3

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

- Our English Learners are not a significant subgroup, therefore they do not have data from the California School Dashboard.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

- Supplemental contracts will be provided to staff to plan, prepare, lead and monitor their student engagement experience.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

- Funds will be available to purchase supplemental materials and supplies to support each student engagement experience.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- 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 in regards to their student's Goal 2 activity.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support, keeping in mind the Districtwide focus on Students with Disabilities and Foster Youth. Utilize the SPSA PowerBI for student group data.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

We have no student groups identified on the California School Dashboard. We will provide extra support to the following student groups:

- Socioeconomically Disadvantaged
- Students with Disabilities

2. Using Title I funds Only: What are the planned expenses to support this student group?

- Supplemental contracts will be provided to staff to plan, prepare, lead and monitor their student engagement experience.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

- Funds will be available to purchase supplemental materials and supplies to support each student engagement experience.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Students will engage in their grade-level specific Goal 2 engagement experience.
- Students in our Extended Learning Program will engage in their quarterly enrichment experience.
- Funds from the Prop 28 Grant will be allocated to support a school wide experience.

- The Autism Inclusion Specialist will work with identified students in the areas of social skills, managing feelings, peer relationships and academics and support students in their chose Goal 2 activity.
- 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	✓		19.5 %	2023-2024	15 %
Suspension Rate - Semester 1	✓	0.53 %	1.1 %	2023-2024	0.5 %

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.

Implementation-Chronic Absenteeism

Tier 1

- Staff utilized The Positivity Project daily to instruct in the Character Strengths and Other People Mindset for a second year. Funds were set aside for materials, supplies and incentives to celebrate positive attendance, but were not utilized. Our RCA implemented The WatchTower, an inclusive activity room for students in grades 1-6. Students were able to attend during each recess. The Behavioral Leadership Team did not meet for the first three quarters of the school year. No staff engaged in any outside professional development.

Tier 2

- Our Resource Counseling Assistant continued to support our Tier 1 and Tier 2 students through daily check-ins and implementing Girl Power, a mentoring program for students in grades 4-6. Our RCA was a part of the Intensive Case Management supports, along with the FUSD Wellness center. All4Youth never connected with our staff so it was not a part of our daily work to support students. Staff conducted informal check-ins with their identified students and referred students that needed extra support to the Student Success Team.

Tier 3

- Staff utilized our Child Welfare and Attendance Worker for specific Tier 3 identified students. This is part of our district Intensive Case Management group.

Implementation-Suspension Rate

Tier 1

- Tier 1 instruction began with our Olweus Bullying Prevention Program, weekly class meetings and

2

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

Needs Assessment-Chronic Absenteeism

Based on the 2023 California School Dashboard, All Students are at the Medium Level with 25.6% of students identified as Chronically Absent. This is a decline of 14.6% from the previous year. As for our significant subgroups, our Hispanic students are at the Medium Level with 27.6% identified as Chronically Absent. This is a decline of 17.2%. Our White students are at the Low Level with 22.3% identified as Chronically Absent. This is a decline of 9%. Our Students with Disabilities are at the Low Level with 32.1% identified as Chronically Absent. This is a decline of 18.5%. Our Socioeconomically Disadvantaged students are at the Low Level with 34.8% identified as Chronically Absent. This is a decline of 16.3%.

According to our current data, 19.5% of Starr students are Chronically Absent. In regards to subgroups, 23.1% of our African American students, 15.8% of White students, 20.4% of Hispanic students, 30.3% of Students with Disabilities and 24.9% of Socioeconomically Disadvantaged students are identified as Chronically Absent. All subgroups with data are below the rate noted in the 2023 California School Dashboard, with the exception of our Students with Disabilities. This subgroup typically has the largest percentage based on the fact that families keep their students home more often when they are feeling ill. More professional learning needs to be done with families around positive attendance in relation to achievement and social-emotional growth. Our Behavioral Leadership Team will convene to develop and implement incentives and recognition for students with positive behavior.

Needs Assessment-Suspension Rate

Based on the 2023 California School Dashboard, All Students are at the High Level with 1.1% of students being suspended for at least one day. This is a decline of 1.3% from the previous year. As for our significant subgroups, our Hispanic students are at the Very High Level with 0.5% being suspended for at least one day. This is a decline of 2%. Our White students are at the High Level with 1.7% being suspended for at least one day. This is an increase of 0.5%. Our Students with Disabilities are at the Very Low Level with 4.6% being suspended for at least one day. This is a decline of 0.8%. Our Socioeconomically

instruction in the 5 social-emotional competencies. Staff utilized The Positivity Project daily to instruct in the Character Strengths and Other People Mindset for a second year. Staff did not engage in any outside professional learning opportunities. Funds were allocated for technology and technology programs, but not utilized. Allocations were set aside for celebrations and rewards for positive behavior, but they not utilized as well.

Tier 2

- Staff members conducted check-ins with identified students on a regular basis. The Autism Inclusion Specialist delivered Social Skills instruction to identified students twice a week. Our Resource Counseling Assistant worked with our identified Tier 2 students on a daily basis, through check-ins, small group meetings, Girl Power Mentoring and the Watchtower. Through the SST process, behavior plans were developed and implemented for referred students. Our school psychologist collaborated with the district wellness center in order to better support our Tier 2 and Tier 3 identified students. We did not engage with All4Youth this year and staff did not utilize substitute release time for planning.

Tier 3

- Staff connected families with outside agencies in order to support students with behavioral needs. Our regional social worker supported students when needed. Two students were referred to ICET, both of whom had suspensions from the 23-24 school year.

Disadvantaged students are the High Level with 1.8% of students being suspended for at least one day. This a decrease of 0.3%.

Currently, Starr has 10 suspensions (18 days) with a suspension rate of 2.75%. This is a 223% increase from last year at this time. Our Students with Disabilities are at 2.3% of distinct students suspended, our Hispanic students are at 1.0%, our White students are at 1.1%, our Socioeconomically students are at 1.7% and our African American students are at 0.0%. Of our Students with Disabilities, 3 students make up 9 of the suspensions, with one of those students now in an intensive behavior class. With only three students accounting for the majority of suspensions, the actions in place are working and our Behavioral Leadership Team can convene to develop and implement incentives and recognition for students with positive behavior.

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 significant differences between the intended and actual implementation of our actions and expenditures addressing Chronic Absenteeism and the suspension rate. The main differences are that All4Youth was not brought in as a program to support students and there were no incentive and reward programs developed.

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 2024/25 SPSA.

For the 24-25 school year, funds will be put aside to plan and implement incentives and rewards for positive behavior. All4Youth will be a part of the intervention plan.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

2 ELAC:

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

School Site Council members approved the school connectedness actions and budget allocations with no feedback or changes needed.	N/A	Staff Feedback and Suggestions Chronic Absenteeism • Allocate funds to provide incentives for positive attendance for students and families. • Continue to allocate funds to purchase and implement The Positivity Project. • Continue to allocate funds for our Resource Counseling Assistant. Staff Feedback and Suggestions Suspension Rate • Allocate funds to provide incentives for positive behavior. • Continue to allocate funds to purchase and implement The Positivity Project. • Continue to allocate funds for our Resource Counseling Assistant.
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Action 1

Title: Chronic Absenteeism

Action Details:

Goal-15% identified as chronically absent.

- In an effort to decrease the percentage of students identified with chronic absenteeism to 15% 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:
1. ATLAS Attendance Data Reports 2. ATLAS Tardy Reports 3. Power BI Attendance Data 4. Attendance Meetings	1. Principal/Office Staff 2. Principal/Office Staff 3. BLT/Admin 4. Admin/Office Staff	1. Weekly 2. Weekly 3. Weekly/Bi-Weekly 4. 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. Implement a Resource Counseling Assistant to work with identified Tier 1 students.

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

Tier 2

1. Implement a Resource Counseling Assistant to work with identified 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. Principal attendance chats with parents of students identified as chronically absent. Staff will conduct "check-ins" with identified students with attendance issues.
5. Staff will conduct check-ins with identified students.
6. Link identified students with peer buddies or peer mentors to facilitate school connectedness.
7. Student Success Team meetings will be made available to students with attendance issues.

Tier 3

1. Intensive Case Management supports with outside agencies
2. District intervention/SARB
3. Utilize the Child Welfare and Attendance Worker out of the Wellness Hub.
4. Implement the Transfer Revocation process for identified families.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

- Our English Learners are not a significant subgroup, therefore they do not have data from the California School Dashboard.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

- Substitute Release time for staff to attend Student Success Team meetings.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

- Funds will be available to provide The Positivity Project for all classrooms.
- Supplemental Contracts to plan and implement incentives and celebrations.
- 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.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support, keeping in mind the Districtwide focus on Students with Disabilities and Foster Youth. Utilize the SPSA PowerBI for student group data.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

We have no student groups identified in red.

- Students with Disabilities (Orange)

2. Using Title I funds Only: What are the planned expenses to support this student group?

- Substitute Release time for staff to attend Student Success Team meetings.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

- Funds will be available to provide The Positivity Project for all classrooms.
- Supplemental Contracts to plan and implement incentives and celebrations.
- 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.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do

- 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.

not fund out of the SPSA

- 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.
- Intensive Case Management supports with outside agencies District intervention/SARB
- Utilize the Child Welfare and Attendance Worker out of the Wellness Hub.
- 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.
- Partner with AI4 Youth Counseling Services.
- Incentive programs will be developed and implemented in order to honor students with good attendance.
- Utilize Attendance Works as a resource to support students in families.
- PLC time will be built into early release days to establish student growth goals and plan methods to obtain the goals.
- BLT will meet regularly to support chronic absenteeism.
- ILT will meet regularly to support the development of their PLC Team and to support student achievement.

Action 2

Title: Suspension

Action Details:

Goal-0.53% suspension rate

- In order to decrease our suspension rate to 0.53%, 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, social-emotional programs and district resources will be utilized in order to continue to promote personal responsibility and social skills.

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

Explain the Progress Monitoring and data used for this Action

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

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 2024 & Spring 2025
6. Fall 2024 & Spring 2025

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

1. Implement a Resource Counseling Assistant to work with identified Tier 1 students.
2. Funds will be available to provide The Positivity Project for all classrooms.
3. Weekly class meetings
4. Second Step
5. Olweus Bullying Prevention Program
6. Instruction in the 5 social-emotional learning competencies
7. Funds will be available to purchase technology and technology programs to support social-emotional learning and school-based social-emotional initiatives and programs.
8. School wide celebrations/rewards for students with positive behavior.
9. Conferences and professional development opportunities will be made available to staff.

Tier 2

1. Implement a Resource Counseling Assistant to work with identified 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. Girl Power
5. Social Skills Instruction for Autism Inclusion Students.
6. Staff will conduct "check-ins" with students with behavioral issues.
7. Link up identified at-risk students with positive peer buddies to facilitate school connectedness.
8. Student Success Team meetings will be provided for at-risk students.
9. Substitute release time will be made available for staff to attend the meetings.
10. Level 1 Behavior Plans will be developed for identified students.

Tier 3

1. 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: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

- Our English Learners are not a significant subgroup, therefore they do not have data from the California School Dashboard.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

- Provide substitute release for staff to attend Student Success Meetings.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

- Implement a Resource Counseling Assistant to work with identified Tier 1 and Tier 2 students.
- Supplemental Contracts to plan and implement incentives and celebrations.
- 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.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support, keeping in mind the Districtwide focus on Students with Disabilities and Foster Youth. Utilize the SPSA PowerBI for student group data.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

We have no student groups identified in red.

- Students with Disabilities (Orange)

2. Using Title I funds Only: What are the planned expenses to support this student group?

- Provide substitute release for staff to attend Student Success Meetings.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

- Implement a Resource Counseling Assistant to work with identified Tier 1 and Tier 2 students.
- Supplemental Contracts to plan and implement incentives and celebrations.
- 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.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done

done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- 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.

by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Implement Weekly Class Meetings around Class Meetings that Matter.
- Implement Second Step
- Implement Olweus Bullying Prevention Program
- Provide instruction in the 5 social-emotional learning competencies.
- Intensive Case Management supports with outside agencies District intervention/SARB
- Utilize the Child Welfare and Attendance Worker out of the Wellness Hub.
- 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.
- Partner with All4Youth Counseling Services.
- School psychologist will provide identified families with outside resources that can help them to address their specific needs.
- 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.
- PLC time will be built into early release days to establish student growth goals and plan methods to obtain the goals.
- BLT will meet regularly to support student behavior.
- ILT will meet regularly to support the development of their PLC Team and to support student achievement.
- Through the Bullard Region Literacy Plan, an Academic/Literacy Coach will support staff and students through professional learning, coaching cycles and PLC team support.

2024-2025 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	Bks & Ref			: The Positivity Project.	3,000.00
G3A1	Sup & Conc	Instruction	Teacher-Supp			Provide supplemental contracts to plan and implement incentive programs to address chronic absenteeism.	1,839.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Incentives to support the decrease of chronic absenteeism.	5,000.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Sup			Provide supplemental contracts to staff to plan and implement incentive programs to address chronic absenteeism.	1,315.00
G3A2	Sup & Conc	Instruction	Mat & Supp			: Supplemental materials and supplies in addressing Chronic Absenteeism.	2,892.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.6875		56,160.00
G3A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.0625		5,105.00

\$75,311.00

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 %	94.9 %	2023-2024	96 %

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.

Tier 1

- All staff were included in various forms of communication, such as Monday News, ParentSquare, meetings and emails. School wide celebrations and inclusive engagement opportunities did not happen on a consistent basis.

Tier 2

- Staff had access to administration for one-on-one meetings.

Tier 3

- Staff had access to one-on-one meetings with staff, administration, and Human Resources

2

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

Based on the Fall Climate and Culture Survey, 95% of students surveyed responded favorably in the organizational environment domain, an increase of 3%. Only 24 staff members completed the survey.

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 significant differences between the intended and implementation of actions in this goal. More attention needs to go to inclusive engagement opportunities for staff through the use of site discretionary funds.

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 2024/25 SPSA.

The actions regarding communication as a means to keep everyone informed and a part of the school were followed. More attention needs to be given to implementing different ways for staff to be engaged with one another in an inclusive environment.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students). School Site Council members approved the staff recruitment and retention actions and budget allocations with no feedback or changes needed.	2 ELAC: N/A	3 Staff - (Credentialed Staff, Classified Staff, and Administrators): Staff Feedback and Suggestions - Prioritize the need to provide more inclusive engagement activities for staff. - Develop a Social Committee, made up of classified and certificated staff. - Allocate funds to provide materials and supplies for staff engagement activities.
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Action 1

Title: Staff Connectedness and Retention

Action Details:

Goal- Fall Climate & Culture staff survey- 96% of staff respond favorable in organizational culture domain.

- In order to increase the percentage of staff responding favorably to 96%, we will implement a three-tiered approach to achieving our goal. The approach will be based upon communication with staff and 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
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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

- 2024-2025 Staff Survey results
- Meeting Agendas

Owner(s):

- Admin, staff
- Admin

Timeline:

- Fall 2024 & Spring 2025
- Ongoing

Describe Direct Instructional Services to 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.

- 3. Send out Monday News to all staff.
- 4. ParentSquare
- 5. Monthly Teacher Meetings
- 6. Monthly Classified Staff Meetings
- 7. Inclusive Staff Engagement Opportunities

Tier 2

- 1. One-on-one meetings with Administration

Tier 3

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

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

N/A

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

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	✓	100 %	94 %	2023-2024	98 %

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

- All actions in this area were utilized on a consistent basis.

Classroom Opportunities

- All actions in this area were utilized on a consistent basis.

School-based Opportunities

- All actions in this area were utilized on a consistent basis.

2

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

Based on the Fall Climate and Culture Survey, 94% of students surveyed responded favorably in the family engagement domain, a decrease of 5%. Only 39 families completed the survey.

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 significant differences between the intended and actual implementation of these actions. Every opportunity was made to involve parents in any way possible. Communication was the main emphasis throughout the year, with admin and staff ensuring that families were kept informed in various ways.

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 2024/25 SPSA.

The only change would be that for the 24-25 school year, there will be an emphasis on parent involvement through professional learning and principal chats.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

School Site Council members approved the parent involvement and inclusive engagement actions and budget allocations with no feedback or changes needed.

2

ELAC:

N/A

3

Staff - (Credentialed Staff, Classified Staff, and Administrators):

Staff Feedback and Suggestions

- Provide professional learning opportunities for parents and families.
- Allocate funds to support the professional learning activities.
- Encouraging families to be involved in PTAand classroom volunteering.

Action 1

Title: Inclusive Opportunities for Family Engagement

Action Details:

Goal-Fall Climate & Culture family survey - 98% of parents respond favorable in family engagement domain

- In order to increase the percentage of families responding favorably in the parent engagement domain 98%, 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

Owner(s):

Timeline:

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

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

1. Ongoing
2. Quarterly
3. Fall 2024 & Spring 2025

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

Communication

- Weekly Parent Square message to Parents.
- Weekly School Newsletter to Parents.
- Use of Starr Website.
- Phone calls and emails responded to within 24 hours.

- 5. Use of marquee to communicate important information.

Classroom Opportunities

- 1. Parent-Teacher Conferences
- 2. Classroom Newsletters
- 3. ParentSquare
- 4. Phone calls and emails responded to within 24 hours.
- 5. Virtual and in-person volunteer opportunities
- 6. Back to School Night
- 7. Open House

School-based Opportunities

- 1. PTA Meetings
- 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 EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- N/A

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- N/A

2024-2025 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			: Materials and supplies to support parent involvement. **No food or incentives.**	688.00

\$688.00

2024-2025 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 to attend SST meetings. **No IEPs**	2,986.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Provide supplemental contracts to teachers to plan and implement interventions and enrichments for identified students. **No IEPs**	1,839.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Sup			Provide supplemental contracts to support the planning and implementation of interventions and enrichments in ELA and math.	1,315.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and supplies to support ELA instruction, intervention and enrichment. **No food or incentives.**	973.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology and technology-based programs to support daily instruction, intervention and enrichment.	6,000.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			: Graphics to support instruction, intervention, enrichment and parent involvement.	2,000.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Provide supplemental contracts to teachers to plan and implement interventions and enrichment to identified students in mathematics. **No IEPs**	1,839.00
G1A3	Sup & Conc	Instruction	Copier Maint			: Copier maintenance.	5,700.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Provide supplemental contracts to support EL instruction, intervention and assessment.	1,839.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Materials and supplies to support English Learner reclassification	2,560.00
G3A1	Title 1 Basic	Instruction	Bks & Ref			: The Positivity Project.	3,000.00
G3A1	Sup & Conc	Instruction	Teacher-Supp			Provide supplemental contracts to plan and implement incentive programs to address chronic absenteeism.	1,839.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Incentives to support the decrease of chronic absenteeism.	5,000.00
G3A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Sup			Provide supplemental contracts to staff to plan and implement incentive programs to address chronic absenteeism.	1,315.00
G3A2	Sup & Conc	Instruction	Mat & Supp			: Supplemental materials and supplies in addressing Chronic Absenteeism.	2,892.00
G3A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.6875		56,160.00
G3A2	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.0625		5,105.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Materials and supplies to support parent involvement. **No food or incentives.**	688.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$20,640.00
Sup & Conc	7090	\$72,906.00
LCFF: EL	7091	\$9,504.00
Grand Total		\$103,050.00

\$103,050.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$27,051.00
G3 - Increase student engagement in their school and community	\$75,311.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$688.00
Grand Total	\$103,050.00