

Starr Elementary

10621666088934

Principal's Name: Jonathan Graney

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

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

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

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

Consolidated Program Assurances


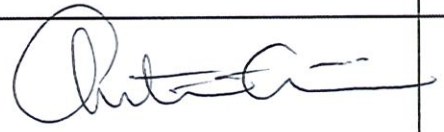
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Jonathan Graney	X				
2. Chairperson - Christina Cassinerio				X	
3. Julie Rodriguez		X			
4. Shannon Reyna		X			
5. Guadalupe Melgra				X	
6. Gabriela Martinez			X		
7. Paula Martinez			X		
8. Melissa Mondes				X	
9. Heather Hertelanndi				X	
10. Patricia Russell			X		
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name: 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	Jonathan Graney		3-4-25
SSC Chairperson	Christina Cassinero		3-4-25

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

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

FY 2025/26

Starr - 0422

ON-SITE ALLOCATION

3010	Title I	\$22,386 *
7090	LCFF Supplemental & Concentration	\$79,236
7091	LCFF for English Learners	\$8,778

TOTAL 2025/26 ON-SITE ALLOCATION	\$110,400
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* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$728
Program Budget	\$21,658
Total Title I Allocation	\$22,386

ESSA Assistance Status: Not Identified for Assistance

Starr Elementary 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		64.3 %	2023-2024	65.4 %
i-Ready ELAD2 proficiency - percentage of students on/above			49.3 %	2024-2025	50.4 %
i-Ready Math D2 proficiency - percentage of students on/above			38.5 %	2024-2025	39.6 %
SBAC ELA - Average distance from standard	✓	10.7 pts	-7.9 pts	2023-2024	7.1 pts
SBAC ELA - percentage of students met/exceeded standard	✓	60 %	50.8 %	2023-2024	55.8 %
SBAC Math - Average distance from standard	✓	5.3 pts	-6.9 pts	2023-2024	8.1 pts
SBAC Math - percentage of students met/exceeded standard	✓	55 %	54.8 %	2023-2024	59.8 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Action 1 - Based on the metrics in this Current Goal, students are not performing on grade level in ELA as identified by **SBAC and i-Ready. English Learners (ELs) and Students with Disabilities (SWD)** are specific student groups performing below grade level in ELA.

Action 2 - Based on the metrics in this Current Goal, students are not performing on grade level in Math as identified by **SBAC and i-Ready. African American (AA) and SWD** are the specific student groups performing below grade level in Math.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Action 1 (ELA)

1. Students are not mastering foundational literacy skills in the primary grades.
2. English Learners need more targeted support to improve language acquisition.
3. Teachers need professional development in differentiated literacy instruction.

Action 2 (Math)

1. Students are not mastering conceptual math skills in the primary grades.
2. PLCs have not used CFAs and data analysis to the fullest extent.
3. The need for developing effective mathematical teaching strategies for staff.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Action 1 (ELA)

1. Tutoring/Intervention for the identified students not on grade level.
2. Professional learning opportunities for staff in structured literacy and differentiation strategies.
3. Increased access to reading resources for families through parent engagement efforts.

Action 2 (Math)

1. Consistent checking for understanding and student goal setting.
2. Implementation of PLC+ Foundations and the use of formative assessments and IAB/FIAB's.
3. Professional learning opportunities for staff, including effective math instructional strategies.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: ELA Achievement

Partially Implemented

The actions were partially implemented. While many aspects of the school's three-tiered system of supports in ELA were applied with fidelity, the use of PLC common formative data, as well as IAB and FIAB assessment data, was inconsistent across grade levels. As a result, these data sources were not effectively utilized to guide ELA instruction, differentiate interventions, accelerate learning, or target small group instruction to meet students' specific literacy needs.

Action 2: Math Achievement

Partially Implemented

The actions were partially implemented. While many aspects of the school's three-tiered system of supports in Math were applied with fidelity, the use of PLC common formative data, as well as IAB and FIAB assessment data, was inconsistent across grade levels. As a result, these data sources were not effectively utilized to guide math instruction, inform interventions, accelerate learning, or target small group instruction to address students' specific mathematical needs.

Action 3: English Learner Reclassification Rate

Partially Implemented

The actions were partially implemented. While efforts were made to support English Learners in all stages of language acquisition and academic development, there were inconsistencies in ongoing progress monitoring chats, limiting the ability to track and respond to student growth effectively. Additionally, professional learning opportunities focused on English Learner instructional strategies were limited, reducing staff capacity to implement best practices. Small group instruction tailored to the specific needs of English Learners was also inconsistent, impacting targeted support for language development and proficiency growth.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: ELA Achievement

Partially Effective

The actions were partially effective. The three-tiered system of supports in ELA was implemented with fidelity, but inconsistent use of PLC common formative data and IAB/FIAB assessments limited data-driven instruction and targeted interventions. Small group instruction was applied but lacked consistency in addressing specific literacy needs. While foundational supports were in place, improving data utilization, instructional decision-making, and targeted interventions will be key to achieving the expected outcomes.

Action 2: Math Achievement

Partially Effective

The actions were partially effective. While the three-tiered system of supports in Math was implemented with fidelity, inconsistent use of PLC common formative data and IAB/FIAB assessments limited data-driven instruction and targeted interventions. Small group instruction was applied but lacked consistency in addressing specific mathematical needs. To improve outcomes, a stronger focus on data utilization, instructional decision-making, and targeted interventions will be essential.

Action 3: English Learner Reclassification Rate

Partially Effective

The actions were partially effective. While efforts were made to support English Learners at all stages of language acquisition, inconsistencies in progress monitoring limited the ability to track and respond to student growth effectively. Limited professional learning on EL instructional strategies reduced staff capacity to implement best practices, and small group instruction lacked consistency in targeting language development needs. To improve outcomes, a stronger focus on progress monitoring, professional development, and targeted small group instruction will be essential.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

1. **Math:** To ensure more effective data-driven instruction, PLCs will implement a structured approach to using common formative assessments, IAB, and FIAB data consistently across all grade levels. Teachers will receive targeted professional development on analyzing and applying assessment data to drive instruction and intervention. Additionally, small group math instruction will be refined to focus on skill-specific remediation and acceleration, ensuring that all students receive tailored support based on their individual needs.
2. **ELA:** To improve literacy outcomes, PLCs will strengthen their use of common formative assessments to guide instruction and interventions. Teachers will engage in collaborative data chats to analyze student progress and adjust instruction accordingly. A structured framework for small group instruction will be developed, ensuring that all students receive targeted support in foundational reading skills, comprehension, and writing. Increased professional development on differentiated literacy strategies will also be provided to enhance instructional effectiveness.
3. **English Learners:** To better support ELs, progress monitoring chats will be conducted consistently to track language acquisition and academic growth. Staff will receive more comprehensive professional learning focused on effective EL instructional strategies, including designated and integrated English Language Development (ELD). Additionally, small group instruction will be restructured to ensure targeted language development support, with a stronger emphasis on increasing ELPAC proficiency and redesignation rates.

By implementing these changes, the school will strengthen its data-driven decision-making, targeted instruction, and professional development to accelerate student growth and achieve the current goal.

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

SSC:

- **Parent Workshops** – Offer sessions on math, literacy, and EL support to help parents reinforce learning at home.
- **Family Literacy Nights** – Expand book club events to include EL-focused language development activities.
- **Data Transparency** – Share easy-to-read progress reports on student growth during conferences and online.
- **PLC Data Planning** – Strengthen PLCs with structured data analysis and targeted intervention planning.
- **Teacher Training** – Provide PD on small-group instruction, differentiated strategies, and EL support.
- **Student Data Chats** – Guide students in reviewing their progress, setting goals, and tracking growth.

ELAC:

N/A

Staff:

- **Data-Driven Instruction Training** – Professional development on analyzing PLC common formative assessments, IAB, FIAB, and ELPAC data to guide instruction.
- **Small Group Instruction Strategies** – Training on structuring and managing targeted small group instruction in both ELA and Math.
- **Dedicated PLC & Planning Time** – Protected time for teachers to analyze data, plan interventions, and collaborate on best practices.
- **High-Quality Instructional Resources** – Access to assessment tools, intervention materials, and EL-specific instructional supports.
- **Instructional Coaching & Support** – Guidance from coaches or lead teachers to model best practices, provide feedback, and support implementation.
- **Clear Expectations & Accountability** – Leadership guidance on consistent progress monitoring, data chats, and targeted intervention strategies.

Action 1 :

ELA Achievement

Action Details:

ELASBAC Goal-56% of students will meet or exceed standards

ELASBAC Goal -Average distance from standard will increase 15 points from -7.9 to 7.1

- To increase the number of K-6th grade students proficient in literacy and close achievement gaps, Starr Elementary will implement high-quality Tier 1 instruction aligned to CCSS standards and a strong system of tiered interventions. To support all students in making at least one year of growth and working at or above grade level, we will continue implementing a comprehensive reading program grounded in evidence-based practices. This will include fidelity to the district core curriculum and a three-tiered system of support to ensure that all students receive the necessary interventions. Staff will also focus on strengthening and refining literacy instruction at all levels of intervention to help students master standards and make continuous progress.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1: Core Instruction and Universal Supports

- Instruction in English Language Arts will follow the Fresno Unified School District adopted curriculum and Scope & Sequence, ensuring alignment with Common Core State Standards (CCSS) and assessments.
- Teachers will implement quality first teaching with a focus on goal setting, formative assessments, and rigorous instruction aligned to CCSS.
- Staff will integrate Classroom Foundations/PLC+ Foundations, using Claims, Targets, and Item Specifications to plan and deliver standards-based lessons.
- Integrated ELD will be implemented across content areas, with Designated ELD instruction utilizing district-developed lessons aligned to Wonders and ELD standards.
- Evidence-based instructional strategies will be used for phonemic awareness, phonics, and word work in TK-2 to build foundational literacy skills.
- Technology and intervention programs such as i-Ready, Scholastic F.I.R.S.T., and Reflex Math will be utilized to support student learning.
- Students will participate in district-provided enrichment study trips and college/career readiness opportunities.
- Social-emotional learning (SEL) will be integrated through daily morning meetings (TK-6), weekly class meetings, Positivity Project, and Second Step lessons, along with a Bullying Prevention/Kindness Campaign.
- A 5-hour Hand and Hand mentor will support attendance efforts through phone calls, home visits, and family outreach.
- PLC time, professional development, and supplemental materials will be provided to enhance instructional effectiveness in ELA and Math.
- Incentives for student achievement will be funded to promote academic growth.
- Job-Embedded Coaching Support – All K-6 teachers will receive coaching from the site Academic Coach and engage in coaching cycles focused on effective instruction and creating a positive classroom climate and culture.
- Universal Literacy Support:
 - Kindergarten: All students will be in a classroom with a trained paraprofessional specializing in reading foundational skills.
 - Grades TK-2: Teachers will implement effective early literacy instruction using research-based best practices, structured language arts blocks, and Wonders curriculum resources.
 - K-2 students will receive foundational skills instruction in small groups using the Orton-Gillingham curriculum, ensuring systematic and explicit phonics instruction.
 - All students will have access to decodable books to strengthen reading fluency and comprehension.

Tier 2: Targeted Interventions and Additional Support

- Small group and individual interventions will be provided for students performing below grade level.
- A school-wide intervention program will be implemented for students 1-2 grade levels below proficiency in ELA and Math.
- After-school tutoring and homework help will be available to support struggling students in the extended day program.
- Kindergarten Paras will provide differentiated small-group instruction for Kindergarten and first-grade students.
- Interact Fellows will assist in classrooms and provide RTI support during and after school.
- Supplemental contracts for teachers and classified staff will allow additional tutoring for targeted student groups.
- Student Success Team (SST) meetings will be held to monitor and support students struggling in ELA and Math.

Tier 3: Intensive Supports and Specialized Services

- Special Education students will receive direct services from the Resource Specialist Program (RSP) and Autism Inclusion staff.

- Special Education assessments will be used to identify and support students with additional learning needs.
- Monthly Tier 3 Student Support Team (TST) meetings will track student progress and provide individualized assistance.
- Social-emotional support services will be provided through school counselors and All 4 Youth to support students, families, and staff.
- Referrals for mental health services will be made as needed to provide additional support.
- Parent and attendance conferences, including the SARB process, will support families dealing with chronic absenteeism and truancy.

[English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner \(LTEL\) students, and students who have been reclassified.](#)

Although English Learners (ELs) are not a significant subgroup at Starr Elementary and do not have reported data on the California School Dashboard, we are committed to ensuring their academic growth, language development, and overall success through targeted supports, interventions, and instructional strategies. Our approach includes supports for newcomer students, Long-Term English Learners (LTELs), and reclassified EL students.

- Targeted intervention and enrichment groups focused on English Learners.
- Substitute release time for teachers to attend Student Success Team (SST) meetings for identified EL students.
- Technology and educational software to support student achievement across all content areas.
- Supplemental materials and supplies to enhance Tier 1 and Tier 2 instruction, interventions, and enrichment for EL students.
- Technology and instructional programs to support EL student achievement in English Language Arts (ELA).
- Additional supplemental materials to strengthen EL achievement and language development.
- Integrated English Language Development (ELD) instruction embedded in all content areas, ensuring language acquisition is supported throughout the day.
- Designated ELD instruction (30 minutes daily) focused on explicit language development using ELD standards.
- Consistent academic discourse strategies such as talk moves, accountable talk, and language frames to promote oral language development.
- Ongoing progress monitoring and data chats for identified EL students to assess language acquisition and academic progress.
- Use of ELPAC data in Ellevation to track student progress, identify areas of need, and guide instruction.
- Small group instruction and after-school ELD support for students needing additional language intervention.
- Newcomer support programs to help recently arrived ELs adjust to academic expectations and develop foundational English skills.
- Additional Hand and Hand mentor to conduct home visits, make phone calls, and provide resources to EL families.
- Professional learning and coaching for teachers, supported by district EL services, to strengthen instructional strategies for English Learners.

Student Groups

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

Socio-economically Disadvantaged (SED):

Hispanic (HI):

Students with Disabilities (SWD):

- Supplemental contracts for certificated staff to provide targeted intervention and enrichment opportunities.
- Substitute release time to attend Student Success Team (SST) and Individualized Education Program (IEP) meetings for identified students.
- Technology and educational software to support student learning across all content areas.

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

Socio-economically Disadvantaged (SED):

Hispanic (HI):

Students with Disabilities (SWD):

- Professional learning for teachers and paraprofessionals to strengthen differentiated instruction and inclusive classroom strategies.
- Digital literacy and math programs, tutoring, and small group instruction to provide additional academic support.
- Supplemental instructional materials to enhance Tier 1 and Tier 2 instruction for identified students.

As a site: What are the planned actions to support this student group?

Socio-economically Disadvantaged (SED):

Hispanic (HI):

Students with Disabilities (SWD):

- Increased differentiation in instruction, including more small group instruction, scaffolding, and individualized supports.
- Ongoing student data chats with RSP and SDC teachers to ensure SWD receive timely and appropriate interventions.
- Intentional teaching strategies and lesson structures designed to support SWD in general education classrooms while maintaining high expectations.
- Culturally responsive teaching strategies to foster engagement and ensure African American students see themselves reflected in the curriculum.
- After-school tutoring and targeted RTI for both African American students and SWD to provide additional academic support.
- Mentorship programs and social-emotional learning opportunities tailored to support African American students in building confidence and self-advocacy skills.
- Specialized reading and math interventions for SWD to accelerate progress toward grade-level standards.
- Planned student conversations and parent meetings to increase collaboration, engagement, and advocacy for both African American students and SWD.
- Home-school connections to provide families with resources, attendance support, and academic workshops to reinforce learning at home.
- Collaboration with district and community-based organizations to provide mentorship, counseling, and enrichment opportunities.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <ul style="list-style-type: none"> 70% of classroom observations will demonstrate implementation of foundational skills lessons, as measured by walkthrough data using the FUSD Instructional Practice Guide (IPG). Teachers will effectively implement foundational literacy and math instruction, ensuring alignment to CCSS standards and district-adopted curriculum (Wonders/GoMath). Students will demonstrate growth in literacy and math through consistent use of formative assessments (CFA's), phonics screeners, and data chats. <p>K-2nd Grade:</p> <ul style="list-style-type: none"> OG (Orton-Gillingham) implementation rubric to assess fidelity of phonics instruction. Phonics screener to measure student progress in foundational literacy skills. Classroom observations to evaluate alignment to standards and effective use of Wonders/GoMath curriculum. Common Formative Assessments (CFAs) to track student mastery of skills. Data chats and goal-setting conferences to provide targeted student support. <p>3rd-6th Grade:</p> <ul style="list-style-type: none"> Classroom observations to assess alignment to standards and effective instruction using Wonders/GoMath curriculum. Common Formative Assessments (CFAs) to monitor student achievement and instructional effectiveness. Data chats and goal-setting conferences to identify areas for growth and guide instructional adjustments. Principal, Vice Principal, and teachers will track progress through classroom walkthroughs, assessment data, and instructional feedback.

Medium-Term (Change in Behavior or Performance) Want to see
<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Student progress will be measured by growth from assessment to assessment using the following tools:</p> <ul style="list-style-type: none"> District Benchmarks iReady Diagnostic Reading Assessments (D1 & D2) SBAC Interim Assessments (FIABs & IABs) iReady Personalized Learning Lessons (tracking progress and engagement) <p>K-2nd Grade:</p> <ul style="list-style-type: none"> Kindergarten FSA iReady Diagnostic 1 & 2 (on-grade level and stretch growth proficiency) Quarters 1-3 fluency assessments (Words Correct Per Minute (WCPM) and comprehension) <p>3rd-6th Grade:</p> <ul style="list-style-type: none"> iReady Diagnostic 1 & 2 (on-grade level and stretch growth proficiency) Quarters 1-3 fluency assessments (WCPM and comprehension) SBAC FIABs and IABs Outcomes will be closely monitored by teachers, grade-level PLCs, and administration to ensure targeted support is provided.

Long-Term (Change in Condition) Hope to see
<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <ul style="list-style-type: none"> SBAC Results: Reduce the distance from meeting standards (DFS) in ELA from -7.9 to 7.1. Growth will be assessed by tracking progress in distance from standard (DFS) and proficiency levels. <p>K-2nd Grade:</p> <ul style="list-style-type: none"> D3 Kindergarten FSA D3 iReady Proficiency Quarter 4 Fluency (students meeting benchmark for Words Correct Per Minute (WCPM) and comprehension) <p>3rd-6th Grade:</p> <ul style="list-style-type: none"> SBAC DFS and Proficiency

Action 2 :

Math Achievement

Action Details:

Math SBAC Goal -60% will meet or exceed standard

Math SBAC Goal -Average distance from standard will increase 15 points, from -6.9 to 8.1

- To increase the number of K-6th grade students proficient in math and close achievement gaps, Starr Elementary will implement high-quality Tier 1 instruction aligned to CCSS standards and a strong system of tiered interventions. To support all students in making at least one year of growth and working at or above grade level, we will continue implementing a comprehensive math program grounded in evidence-based practices. This will include fidelity to the district core curriculum and a three-tiered system of support to ensure that all students receive the necessary interventions. Staff will also focus on strengthening and refining math instruction at all levels of intervention to help students master standards and make continuous progress.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

To ensure all students receive high-quality mathematics instruction and support, Starr Elementary will implement a tiered approach focusing on evidence-based strategies, targeted interventions, and personalized instruction.

Tier 1: Core Mathematics Instruction

- Mathematics instruction will follow Fresno Unified's adopted curriculum, Scope & Sequence, and Quarterly Planners to align with Common Core State Standards and assessments.
- Teachers will use GoMath and IAB/FIAB's to strategically plan rigorous lessons that support mastery.
- Students will receive individualized and small-group support during assigned computer interventions such as i-Ready, Scholastic F.I.R.S.T., and Reflex Math.
- School site licenses for math programs, such as Reflex Math, Khan Academy, iReady, will be utilized to enhance instruction.
- Student data chats and goal setting will be conducted by classroom teachers
- Professional development, conferences, and peer observations will be available to all staff to strengthen evidence-based instruction.
- Funds will be allocated for:
 - Technology and software to support instruction.
 - Supplemental materials and supplies for mathematics learning.
 - Professional books to enhance instructional practices.
 - Incentives to celebrate student achievement.
- Supplemental contracts will be provided to classified staff to attend trainings and meetings supporting academic success.
- Professional Development time will be available for PLC teams to engage in strategic planning for mathematics instruction.

Tier 2: Targeted Mathematics Intervention

- Identified students will receive small group and individualized instruction to address learning gaps.
- A school-wide intervention program will support students performing 1-2 grade levels below in mathematics.
- Grades 3-6 students needing additional support will receive intensive math intervention.
- Kindergarten Paras will provide differentiated small-group instruction for kindergarten and first-grade students based on individual needs.
- After-school tutoring/homework support will be available for identified students.
- Student Success Team (SST) meetings will identify and determine appropriate intervention supports for struggling students.
- Principal, Vice Principal, the Literacy Coach, RSP teacher, School Psychologist and the TST will help identify students needing additional support, coordinate interventions, and communicate with families.
- A structured process for school-wide intervention identification will be established to ensure students receive the right level of support.

Tier 3: Intensive Mathematics Support

- Special Education students will receive direct services from the Resource Specialist and/or Autism Inclusion staff.
- Special Education assessments will be conducted for identified students to determine appropriate placement and support.
- Intensive Tier 3 interventions will be determined, prioritized, implemented, and monitored to ensure appropriate levels of support.

- If needed, an evaluation for Special Education services will be conducted to determine eligibility and justifiable placement.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Although English Learners (ELs) are not a significant subgroup at Starr Elementary and do not have reported data on the California School Dashboard, we are committed to ensuring their academic growth, language development, and overall success through targeted supports, interventions, and instructional strategies. Our approach includes supports for newcomer students, Long-Term English Learners (LTELs), and reclassified EL students.

- Targeted intervention and enrichment groups focused on English Learners.
- Substitute release time for teachers to attend Student Success Team (SST) meetings for identified EL students.
- Technology and educational software to support student achievement across all content areas.
- Supplemental materials and supplies to enhance Tier 1 and Tier 2 instruction, interventions, and enrichment in Math for EL students.
- Technology and instructional programs to support EL student achievement in Math.
- Additional supplemental materials to strengthen EL achievement and language development.
- Integrated English Language Development (ELD) instruction embedded in all content areas, ensuring language acquisition is supported throughout the day.
- Designated ELD instruction (30 minutes daily) focused on explicit language development using ELD standards.
- Consistent academic discourse strategies such as talk moves, accountable talk, and language frames to promote oral language development.
- Ongoing progress monitoring and data chats for identified EL students to assess language acquisition and academic progress.
- Use of ELPAC data in Ellevation to track student progress, identify areas of need, and guide instruction.
- Small group instruction and after-school ELD support for students needing additional language intervention.
- Newcomer support programs to help recently arrived ELs adjust to academic expectations and develop foundational English skills.
- Additional Hand and Hand mentor to conduct home visits, make phone calls, and provide resources to EL families.
- Professional learning and coaching for teachers, supported by district EL services, to strengthen instructional strategies for English Learners.

Student Groups

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

Socio-economically Disadvantaged (SED):

Hispanic (HI):

Students with Disabilities (SWD):

- Supplemental contracts for certificated staff to provide targeted math intervention and enrichment opportunities.
- Substitute release time to attend Student Success Team (SST) and Individualized Education Program (IEP) meetings for identified students.
- Technology and educational software to support student achievement in mathematics.

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

Socio-economically Disadvantaged (SED):

Hispanic (HI):

Students with Disabilities (SWD):

- Professional learning for teachers and paraprofessionals to strengthen math instructional strategies and differentiation techniques.
- Math intervention programs, tutoring, and small group instruction to provide additional academic support.
- Supplemental instructional materials to enhance Tier 1 and Tier 2 math instruction for identified students.

As a site: What are the planned actions to support this student group?

Socio-economically Disadvantaged (SED):

Hispanic (HI):

Students with Disabilities (SWD):

- Increased differentiation in math instruction, including small group instruction, scaffolding, and hands-on problem-solving opportunities.
- Ongoing student data chats with RSP and SDC teachers to ensure SWD receive timely and appropriate math interventions.
- Intentional teaching strategies and lesson structures designed to support SWD in general education math classrooms while maintaining high expectations.
- Culturally responsive math instruction to foster engagement and ensure African American students see themselves reflected in the learning process.
- After-school tutoring and targeted RTI for both African American students and SWD to provide additional support in math.
- Specialized math interventions for SWD to accelerate progress toward grade-level proficiency.
- Math enrichment opportunities to challenge students and build confidence in mathematical reasoning.
- Planned student conversations and parent meetings to increase collaboration, engagement, and advocacy for both African American students and SWD in math learning.
- Home-school connections to provide families with resources, attendance support, and academic workshops focused on math achievement.
- Collaboration with district and community-based organizations to provide mentorship, tutoring, and STEM-related enrichment opportunities.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <ul style="list-style-type: none"> 70% of classroom observations will demonstrate implementation of foundational skills lessons, as measured by walkthrough data using the FUSD Instructional Practice Guide (IPG). Teachers will effectively implement foundational literacy and math instruction, ensuring alignment to CCSS standards and district-adopted curriculum (Wonders/GoMath). Students will demonstrate growth in literacy and math through consistent use of formative assessments (CFA's), phonics screeners, and data chats. <p>K-2nd Grade:</p> <ul style="list-style-type: none"> Classroom observations to evaluate alignment to standards and effective use of Wonders/GoMath curriculum. Common Formative Assessments (CFAs) to track student mastery of skills. Data chats and goal-setting conferences to provide targeted student support. <p>3rd-6th Grade:</p> <ul style="list-style-type: none"> Classroom observations to assess alignment to standards and effective instruction using Wonders/GoMath curriculum. Common Formative Assessments (CFAs) and IAB/FIAB's will be used to monitor student achievement and instructional effectiveness. Data chats and goal-setting conferences to identify areas for growth and guide instructional adjustments. Principal, Vice Principal, and teachers will track progress through classroom walkthroughs, assessment data, and instructional feedback. 	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <p>Student progress will be measured by growth from assessment to assessment using the following tools:</p> <ul style="list-style-type: none"> District Benchmarks iReady Diagnostic Reading Assessments (D1 & D2) SBAC Interim Assessments (FIABs & IABs) iReady Personalized Learning Lessons (tracking progress and engagement) <p>K-2nd Grade:</p> <ul style="list-style-type: none"> iReady Diagnostic 1 & 2 (on-grade level and stretch growth proficiency) <p>3rd-6th Grade:</p> <ul style="list-style-type: none"> iReady Diagnostic 1 & 2 (on-grade level and stretch growth proficiency) SBAC FIABs and IABs Outcomes will be closely monitored by teachers, grade-level PLCs, and administration to ensure targeted support is provided. 	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <ul style="list-style-type: none"> SBAC Results: Reduce the distance from meeting standards (DFS) in ELA from -7.9 to 7.1. Growth will be assessed by tracking progress in distance from standard (DFS) and proficiency levels. <p>K-2nd Grade:</p> <ul style="list-style-type: none"> D3 iReady Proficiency <p>3rd-6th Grade:</p> <ul style="list-style-type: none"> SBAC DFS and Proficiency D3 iReady Proficiency Outcomes will be monitored by the Principal and teachers, ensuring data-driven decisions support student achievement.

Action 3 :

English Learner Reclassification Rate

Action Details:

Goal: The percentage of students who improve at least one EPLI level will increase from 64.3% to 65.4%.

- 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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1

1. Instruction will begin with the utilization of Fresno Unified School District adopted English Learner curriculum.
2. Provide integrated English Language Development throughout the day in every lesson/content area.
3. Utilize GVC supplemental materials specific to English Learner needs.
4. Student Success Team will identify extra support opportunities for identified students.
5. English Learner rep and/or classroom teacher will conduct English Learner Data Chats with students.
6. Substitute release time will be available to staff conducting English Learner Data Chats.
7. Conferences and professional development opportunities will be made available to staff.
8. Funds will be set aside to purchase supplemental materials and supplies to support instruction of English Learners.
9. Funds will be available to purchase technology and technology programs to support English Learner student achievement.
10. Funds will be made available for maintenance/repair of technology.
11. 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Starr Elementary is committed to ensuring students academic growth, language development, and overall success through targeted supports, interventions, and instructional strategies. Our approach includes supports for newcomer students, Long-Term English Learners (LTELs), and reclassified EL students.

- Targeted intervention and enrichment groups focused on English Learners.
- Substitute release time for teachers to attend Student Success Team (SST) meetings for identified EL students.
- Technology and educational software to support student achievement across all content areas.
- Supplemental materials and supplies to enhance Tier 1 and Tier 2 instruction, interventions, and enrichment for EL students.
- Technology and instructional programs to support EL student achievement in English Language Arts (ELA).
- Additional supplemental materials to strengthen EL achievement and language development.
- Integrated English Language Development (ELD) instruction embedded in all content areas, ensuring language acquisition is supported throughout the day.
- Designated ELD instruction (30 minutes daily) focused on explicit language development using ELD standards.
- Consistent academic discourse strategies such as talk moves, accountable talk, and language frames to promote oral language development.
- Ongoing progress monitoring and data chats for identified EL students to assess language acquisition and academic progress.
- Use of ELPAC data in Elevation to track student progress, identify areas of need, and guide instruction.

- Small group instruction and after-school ELD support for students needing additional language intervention.
- Newcomer support programs to help recently arrived ELs adjust to academic expectations and develop foundational English skills.
- Additional Hand and Hand mentor to conduct home visits, make phone calls, and provide resources to EL families.
- Professional learning and coaching for teachers, supported by district EL services, to strengthen instructional strategies for English Learners.

Student Groups

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

English Learner (EL):

- 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.

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

English Learner (EL):

- 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.

As a site: What are the planned actions to support this student group?

English Learner (EL):

- 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.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- 70% of classroom observations will demonstrate implementation of foundational skills lessons, as measured by walkthrough data using the FUSD Instructional Practice Guide (IPG).
- Teachers will effectively implement foundational literacy and math instruction, ensuring alignment to CCSS standards and district-adopted curriculum (Wonders/GoMath).
- Students will demonstrate growth in literacy and math through consistent use of formative assessments (CFA's), phonics screeners, and data chats.
- English Learner (EL) students will demonstrate increased understanding and use of academic language across content areas, and staff will deepen their knowledge of ELD standards and strategies to support ELs at all language proficiency levels.
 - Measured by: Classroom observations using the ELD tool, student work samples, and participation in Designated ELD lessons.
 - Monitored by: Principal, Literacy Coach, and EL Services Support Staff.

K-2nd Grade:

- OG (Orton-Gillingham) implementation rubric to assess fidelity of phonics instruction.
- Phonics screener to measure student progress in foundational literacy skills.
- Classroom observations to evaluate alignment to standards and effective use of Wonders/GoMath curriculum.
- Common Formative Assessments (CFAs) to track student mastery of skills.
- Data chats and goal-setting conferences to provide targeted student support.

3rd-6th Grade:

- Classroom observations to assess alignment to standards and effective instruction using Wonders/GoMath curriculum.
- Common Formative Assessments (CFAs) to monitor student achievement and instructional effectiveness.
- Data chats and goal-setting conferences to identify areas for growth and guide instructional adjustments.
- Principal, Vice Principal, and teachers will track progress through classroom walkthroughs, assessment data, and instructional feedback.

Include how these outcomes will be measured and who will monitor them.

Student progress will be measured by growth from assessment to assessment using the following tools:

- District Benchmarks
- iReady Diagnostic Reading Assessments (D1 & D2)
- SBAC Interim Assessments (FIABs & IABs)
- iReady Personalized Learning Lessons (tracking progress and engagement)
- EL students will apply academic language more confidently in speaking and writing, show improved performance on formative assessments, and participate more actively in class discussions. Teachers will consistently implement Integrated and Designated ELD strategies.
 - Measured by: Progress on ELPAC practice tasks, CFA data, and walkthrough data showing consistent ELD implementation.
 - Monitored by: EL Coordinator, Principal, and classroom teachers through data chats and coaching cycles.

K-2nd Grade:

- Kindergarten FSA
- iReady Diagnostic 1 & 2 (on-grade level and stretch growth proficiency)
- Quarters 1-3 fluency assessments (Words Correct Per Minute (WCPM) and comprehension)

3rd-6th Grade:

- iReady Diagnostic 1 & 2 (on-grade level and stretch growth proficiency)
- Quarters 1-3 fluency assessments (WCPM and comprehension)
- SBAC FIABs and IABs
- Outcomes will be closely monitored by teachers, grade-level PLCs, and administration to ensure targeted support is provided.

Include how these outcomes will be measured and who will monitor them.

- SBAC Results: Reduce the distance from meeting standards (DFS) in ELA from -7.9 to 7.1.
- Growth will be assessed by tracking progress in distance from standard (DFS) and proficiency levels.
- Increased percentage of EL students meeting or exceeding standards in ELA and improving their ELPAC proficiency levels, with more students being reclassified as fluent English proficient.
 - Measured by: Annual ELPAC results, reclassification rates, and CAASPP ELA performance data.
 - Monitored by: Principal, EL Team, and District EL Services Department through site and district data reviews.

K-2nd Grade:

- D3 Kindergarten FSA
- D3 iReady Proficiency
- Quarter 4 Fluency (students meeting benchmark for Words Correct Per Minute (WCPM) and comprehension)

3rd-6th Grade:

- SBAC DFS and Proficiency

2025-2026 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	Direct-Graph			Graphics	1,500.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			IEP's	1,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Student Incentives & Rewards	1,251.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology	1,000.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Reflex Math	3,597.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			: Materials & Supplies to support Math *No Food or Incentives*	422.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Food For Staff Meetings/Trainings	1,000.00
G1A3	Sup & Conc	Instruction	Copier Maint			Copier Maintenance/Ricoh	5,700.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Materials and supplies to support English Learner Reclassification	800.00
G1A3	LCFF: EL	Guidance & Counseling Services	Cons Svc/Oth			Hand in Hand Mentoring : Mentor	7,978.00

\$24,248.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	95 %	81.6 %	2024-2025	82.7 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in this Current Goal, the percent favorable in student-centered/real-world experiences domain of the Fall Climate & Culture student survey was 13.4% short from the target goal of 95% for Fall 2024.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- When taking the survey, students misunderstand enrichment opportunities supported by Goal 2.
- Students are not taking the survey seriously, leading to inaccurate responses.
- Teachers may not be clarifying and providing context for student responses.
- The survey questions may not be age- or developmentally appropriate, causing confusion.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Teachers will review Goal 2 opportunities that students participated in during the current year to provide clarity.
- Teachers will emphasize the importance of student feedback and how their responses impact future opportunities in Fresno Unified.

- Teachers will guide students through the survey using real-world examples to clarify misunderstandings.
- Increase communication with parents regarding Goal 2 opportunities to ensure families are aware of available enrichment experiences.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: School Connectedness

Fully Implemented

The actions were fully implemented. Students were provided opportunities to engage in clubs, athletic teams, co-curricular activities, visual and performing arts, and class-sponsored activities.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: School Connectedness

Partially Effective

The actions were partially effective. Not all students participated in the after-school program, where some enrichment activities were offered. The Positivity Project was implemented and provided student-centered and real-world experiences.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Teachers will make intentional lesson connections to real-world applications.
- The Positivity Project will continue to promote perseverance and real-life challenges. Lessons will expand beyond the classroom and will be integrated to school wide rules and policies.
- Increase opportunities for community involvement at Starr Elementary to expand student engagement in real-world experiences.
- To improve the accuracy of survey responses, the following actions will be taken:
 - Pre-survey lessons to explain the purpose of the survey and key terms (like "enrichment opportunities").
 - Teacher-led discussions to clarify questions and encourage thoughtful responses.
 - Student-friendly guides or visuals to support younger students and English Learners.
 - Highlight how survey results are used (e.g., new clubs or activities) to show students their voice matters.
 - Ensure a focused environment during survey administration.
 - Collect feedback after the survey to improve future administration.

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

SSC:

- **Real-World Lesson Connections** – Ensure lessons intentionally tie into real-life applications to boost engagement.
- **Expanded Positivity Project** – Integrate character lessons into school-wide rules, policies, and real-life scenarios.
- **Community Involvement** – Increase partnerships with local businesses and organizations for hands-on learning experiences.
- **Student Voice & Leadership** – Provide more opportunities for students to share ideas and lead school initiatives.
- **Experiential Learning** – Incorporate field trips, guest speakers, and project-based learning to enhance real-world connections.

ELAC:

N/A

Staff:

- Teachers will review Goal 2 opportunities that students participated in during the current year.
- Teachers will emphasize the importance of honest student feedback in shaping future school opportunities.
- Teachers will guide students through the survey using real-world examples to clarify misunderstandings.
- Increase communication with parents regarding Goal 2 opportunities for students.

Action 1 :

School Connectedness

Action Details:

To increase the percentage of students responding favorably in the student-centered/real-world experience domain on the fall student survey, Starr Elementary will expand Goal 2 participation throughout the year. Students will have increased opportunities to engage in clubs, athletic teams, co-curricular activities, visual and performing arts, and class-sponsored events. Starr will foster an inclusive school climate by prioritizing relationship-building among all stakeholders, celebrating student successes, enhancing parent engagement, and providing dedicated time and resources to strengthen staff-student and peer relationships. Through a cycle of continuous improvement, we will collect and analyze data, identify key priorities, and implement targeted programs to ensure meaningful student engagement and school connectedness.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1: Universal Access to Engagement Opportunities

- All students will have the opportunity to participate in extra-curricular sports, clubs, and engagement activities.

- Assemblies, presentations, and field trips will provide real-world learning experiences and foster awareness of career opportunities.
- Guest speakers from diverse backgrounds and volunteers from various careers will be invited to speak to students about career pathways.
- Transportation will be provided for students to attend events, activities, and learning experiences.
- Funds will be available to purchase supplemental materials, supplies, technology, and technology programs to enhance student engagement.
- Supplemental contracts will be provided to certificated and classified staff to plan, prepare, lead, and monitor student engagement experiences.
- Substitute release time will be available for staff to coordinate and facilitate engagement activities.
- Conferences and/or professional development opportunities will be available to support staff in creating and maintaining meaningful student engagement experiences.

Tier 2: Targeted Supports for Student Engagement

- Students with specific needs will receive additional support to participate fully in their chosen engagement activities.
- Leadership students will lead “Starr is a Great Place to Be” Inclusion Program will ensure all students, regardless of ability or background, have equitable access to engagement opportunities.

Tier 3: Intensive Support for Engagement

- Individualized accommodations and supports will be provided for students with significant barriers to participation in engagement experiences.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

1: Increase English Learner (EL) Student Engagement and Sense of Belonging

- Provide culturally responsive school activities that celebrate students' backgrounds, such as multicultural events, bilingual assemblies, and heritage months.
- Establish a student buddy system pairing EL students with peer mentors who can provide academic and social support.
- Organize EL-specific clubs, leadership groups, and after-school programs to promote involvement and community building.

2: Strengthen Family-School Connections for EL Students

- Host bilingual family nights, workshops, and parent-teacher conferences to encourage EL family involvement.
- Provide interpretation and translation services for all school communications and events to ensure families stay informed and engaged.
- Partner with community organizations to connect EL families with resources for academic, social, and emotional support.

3: Enhance Classroom and Schoolwide Support for EL Students

- Implement daily morning meetings and check-ins to ensure EL students feel welcomed and supported.
- Encourage classroom discussions using academic discourse strategies, such as talk moves and accountable talk, to help ELs feel confident in sharing ideas.
- Ensure teachers and staff receive ongoing professional development on culturally responsive teaching, inclusive classroom strategies, and EL social-emotional learning.

4: Provide Targeted Social-Emotional and Mental Health Support for EL Students

- Conduct regular student check-ins and progress chats to monitor social-emotional well-being and school connectedness.
- Offer counseling services and peer support groups tailored to the unique experiences of EL students, including newcomers and LTELs.
- Foster a welcoming school climate by ensuring EL students feel safe, valued, and represented in school activities, curriculum, and leadership opportunities.

Student Groups

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

- **Students with Disabilities (SWD):**
Socio-economically Disadvantaged (SED):

Multiple Races (MR):

Supplemental leadership contracts will be provided to staff to plan, prepare, lead and monitor their student engagement experience. Positivity Project will also be purchased to support Social Emotional Learning schoolwide.

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

• **Students with Disabilities (SWD):**

Socio-economically Disadvantaged (SED):

Multiple Races (MR):

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

As a site: What are the planned actions to support this student group?

• **Students with Disabilities (SWD):**

Socio-economically Disadvantaged (SED):

Multiple Races (MR):

Student groups will be monitored to ensure all students are encouraged to attend and participate in the real-world learning experiences/career opportunities. All students will be encouraged to engage in real-world learning activities and experiences.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Engagement participation will be analyzed quarterly for increases compared to last year.
- Outcomes measured through ATLAS reports.
- Outcomes monitored by Principal, VP, and Climate & Culture Team.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Engagement participation will be analyzed at each semester for increases compared to last year.
- Outcomes measured through ATLAS reports.
- Outcomes monitored by Principal, VP, and Climate & Culture Team.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- Responses on the Climate and Culture Surveys will increase by 3% compared to last year.
- Outcomes measured through ATLAS reports.
- Outcomes monitored by Principal, VP, and Climate & Culture Team.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0422 Starr Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Instruction	Bks & Ref			Positivity Project	3,800.00

\$3,800.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		21.5 %	2023-2024	20.9 %
Suspension Rate	✓	0.5 %	1.3 %	2023-2024	0.97 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in this Current Goal, **chronic absenteeism has increased to 21.5% which was shy of our goal of 20.9% over the last year while suspension rates have decreased from 1.3% to .97% over the last year.**

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

1. Lack of transportation to and from school.
2. High number of excused absences due to illness, vacations, or other personal reasons.
3. Student Level 3 misbehaviors leading to suspension.
4. Limited utilization of preventative strategies and alternative interventions.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. Implement monthly attendance incentives to encourage consistent student attendance.
2. Increase home visits and phone calls to follow up on students with excessive absences.
3. Enhance student engagement by creating programs that incentivize attendance and school participation.
4. Expand utilization of check-ins from RCA mentors, and support staff to proactively support at-risk students.
5. Increase student connectedness by reinforcing school expectations through SEL programs and mentorship.

6. Continue implementation of the Positivity Project to promote positive behaviors and prevent suspensions.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Chronic Absenteeism

Partially Implemented

The action was partially implemented due to the lack of monthly attendance incentives and home school liaison visits.

Action 2: Suspension

Fully Implemented

The action was fully implemented. Designated SEL programs such as Positivity Project were implemented daily and SEL supports (RCA Mentor, Intervention Specialist) were consistently available for students and staff.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Chronic Absenteeism

Partially Effective

The action was partially effective, as chronic absenteeism increased by 0.6% in the current year, but was still lower than the district average.

Action 2: Suspension

Effective

The action was effective, as suspensions decreased from 1.3% to 1% over the last year.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Implement a structured monthly attendance incentive program to increase student attendance.
- Assign mentors to identified students and families with struggling/low attendance rates.
- Assign mentors to identified students to strengthen school connectedness and provide additional behavioral support.
- Part of each TST meeting will focus on attendance

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

SSC:

- **Monthly Attendance Incentives** – Launch a structured rewards program to encourage consistent attendance.
- **Student & Family Mentors** – Pair mentors with students and families struggling with attendance to provide support.
- **Behavioral Mentorship** – Assign mentors to students needing additional connection and behavior guidance.
- **TST Focus on Attendance** – Make attendance a standing agenda item in **Teacher Support Team (TST)** meetings.

ELAC:

N/A

Staff:

- Increase student engagement opportunities to encourage attendance and participation.
- Expand field trips for both educational and incentive-based purposes.
- Increase SEL supports, field trips, and assemblies to reinforce positive student behavior.
- Provide additional mentoring opportunities for students with behavioral or attendance challenges.
- Continue implementing attendance initiatives to reduce chronic absenteeism.

Action 1 :

Chronic Absenteeism

Action Details:

To decrease chronic absenteeism from 21.5% to 20.9% and improve daily attendance, Starr Elementary will implement a comprehensive parent communication and outreach program to increase accountability and family involvement. The Behavioral Leadership Team will enhance school connectedness and establish a positive attendance incentive program to encourage consistent attendance. Additionally, Starr will maintain a schoolwide attendance incentive program and implement a tiered system of support for chronically absent students. The TST Attendance Team, RCA, Attendance Clerk, Intervention Specialist, and Mentors will work collaboratively to reduce chronic absenteeism, increase overall site ADA, and support students in staying on track for graduation.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1: Universal Attendance Supports

- Implement a Resource Counseling Assistant (RCA) to support Tier 1 students in attendance improvement efforts.
- Provide The Positivity Project for all classrooms to promote student engagement and a positive school climate.
- Implement a Positive Attendance Club to encourage and reward students with good and improving attendance.
- Offer schoolwide incentives and celebrations for students and families demonstrating strong or improved attendance/tardy rates, determined by the TST.
- Allocate funds for materials, supplies, and incentives to support improved attendance efforts.

- Conduct Student of the Month/Character Counts assemblies to recognize students demonstrating responsibility and commitment to attendance.
- Implement an attendance campaign with incentives for classrooms and individual students.
- Provide professional development opportunities focused on increasing student motivation and engagement to improve attendance.
- Support student engagement through assemblies, materials, and other schoolwide events.
- Provide direct food services to support engagement activities that encourage school connectedness.

Tier 2: Targeted Attendance Interventions

- Implement an Intervention Specialist (IS) to work with identified Tier 2 students needing additional attendance support.
- The School Psychologist will provide student wellness and trauma-informed interventions for at-risk students and families.
- Partner with All4Youth Counseling Services to offer additional mental health and emotional support for students struggling with attendance.
- Conduct Principal attendance chats with parents of chronically absent students to discuss barriers and solutions.
- Staff will conduct regular check-ins with identified students to provide encouragement, accountability, and support.
- Pair identified students with peer buddies or peer mentors to increase school connectedness and attendance motivation.
- Facilitate Student Success Team (SST) meetings for students with persistent attendance issues.
- Provide a site-funded Hand and Hand mentor to address attendance stressors impacting school attendance.
- Implement a Re-engagement meeting to support students struggling with chronic absenteeism.

Tier 3: Intensive Attendance Interventions

- Provide Intensive Case Management with external agencies to support families and students facing severe attendance challenges.
- Work with District Intervention/SARB (School Attendance Review Board) to develop individualized attendance intervention plans.
- Utilize the Child Welfare and Attendance (CWA) Worker from the Wellness Hub to provide case management support.
- Implement the Transfer Revocation Process for families with ongoing attendance concerns.
- Hire a Hand and Hand mentor to work directly with parents and students experiencing chronic absenteeism

[English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner \(LTEL\) students, and students who have been reclassified.](#)

To improve chronic attendance rates for English Learners (ELs), Starr Elementary will implement targeted outreach, engagement strategies, and support systems to ensure EL students and families feel connected, informed, and motivated to attend school consistently.

- Strengthen Family Engagement by ensuring all attendance communication is available in multiple languages, designating bilingual staff for support, and conducting home visits for chronically absent EL students. EL Family Attendance Workshops and parent check-ins will educate families on attendance expectations and provide resources.
- Enhance School Connectedness through peer mentorship programs, EL-focused clubs, and culturally responsive learning environments. EL students will receive recognition for improved attendance through certificates, incentives, and celebrations to encourage participation.
- Provide Targeted Interventions by implementing daily attendance check-ins, small group academic support, and access to social-emotional services such as All4Youth. Teachers will receive professional learning on addressing EL attendance barriers.
- Implement Attendance Incentives including a weekly, monthly, and quarterly recognition program, an EL "Perfect Attendance" board, and community-sponsored rewards like gift cards and school supplies to motivate attendance.

Student Groups

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

Socio-economically Disadvantaged (SED):

White (WH):

Hispanic (HI):

Students with Disabilities (SWD):

- RCA will provide academic, social emotional, and attendance support to students
- Hand and Hand mentor will provide academic, social emotional, and attendance support to students
- Substitute Release time for staff to attend Student Success Team meetings.

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

Socio-economically Disadvantaged (SED):

White (WH):

Hispanic (HI):

Students with Disabilities (SWD):

- 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.

As a site: What are the planned actions to support this student group?

Socio-economically Disadvantaged (SED):

White (WH):

Hispanic (HI):

Students with Disabilities (SWD):

- Office Assistant, RCA, IS, and mentor will work with identified students and families to support improved attendance.
- Ongoing progress monitoring and attendance progress chats will take place for identified students, with an emphasis on improved attendance.
- Support families through counselor and select particular students from these groups who have high suspension/misbehaviors and/or poor attendance. We will include these students in regular discussions with our TST (assigning a case support person) and check in with their progress regularly. Support should be tailored to the students and families. Attendance Team (Office Assistant, HSL, Tier IICWAS, VP, Principal) will have meetings and check-ins with students and families. We will utilize CICO and Goal Setting Sheets.

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <ul style="list-style-type: none"> • Decrease in chronic absenteeism rate monthly compared to last year. • Outcomes measured by monthly meetings to review/analyze attendance data by school, grade level, teacher. • Outcomes monitored by Admin Team, Teachers, and SST Team. 	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <ul style="list-style-type: none"> • Decrease in chronic absenteeism rate by semester compared to last year. • Outcomes measured by monthly meetings to review/analyze attendance data by school, grade level, teacher. • Outcomes monitored by Admin Team, Teachers, and SST Team. 	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <ul style="list-style-type: none"> • Decrease in chronic absenteeism rate from this year to last year. • Outcomes measured by monthly meetings to review/analyze attendance data by school, grade level, teacher. • Outcomes monitored by Admin Team, Teachers, and SST Team.

Action 2 :

Suspension

Action Details:

Goal-0.5% suspension rate

- To reduce the suspension rate to 0.5%, Starr Elementary will enhance student connections to school, promote positive behavior, and support academic achievement through a tiered response to behavior incidents. The Safe and Civil Schools framework, along with Guidelines for Success, social-emotional programs, and district resources, will be utilized to foster personal responsibility and social skills. Starr Elementary will implement a Multi-Tiered System of Support (MTSS) that integrates research-based, district-adopted programs aligned with Response to Intervention (RTI) and Social Emotional Learning (SEL) to proactively address student behavior. Whenever safe, appropriate, and possible, restorative processes will be used in place of suspension to maintain positive relationships, prevent escalation of conflicts, and support long-term behavior improvement. Through these efforts, we aim to create a positive school climate that prioritizes student growth, accountability, and engagement.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1: Universal Social-Emotional and Behavioral Supports

- Implement a Resource Counseling Assistant (RCA) to support Tier 1 students.
- Provide The Positivity Project and weekly class meetings to promote a positive school culture.
- Implement Second Step and the Olweus Bullying Prevention Program to reinforce social-emotional learning (SEL) competencies.
- Provide instruction on school-wide behavioral expectations through various formats, including assemblies, spirit wear, incentives, rewards, and rallies.
- Allocate funds for technology and SEL programs to enhance school-based initiatives.
- Recognize students with schoolwide celebrations and rewards for demonstrating positive behavior and social-emotional growth.
- Offer professional development opportunities for staff on SEL and behavioral intervention strategies.

Tier 2: Targeted Behavioral and Social-Emotional Interventions

- Resource Counseling Assistant (RCA), Intervention Specialist, Hand and Hand mentor, and School Psychologist will provide student wellness and trauma-informed interventions.
- Partner with All4Youth Counseling Services to offer additional mental health and emotional support.

- Implement Girl Power, Men of Character, and Social Skills Instruction for Autism Inclusion Students to foster relationship-building and emotional regulation.
- Conduct check-ins for students with behavioral challenges and pair at-risk students with positive peer buddies for increased school connectedness.
- Provide Student Success Team (SST) meetings for at-risk students, with substitute release time for staff to attend.
- Develop Level 1 Behavior Plans for students requiring additional behavior support.
- Support targeted student groups through field trips, mentoring programs, and service projects.
- Offer incentives to promote student connection to school, improved attendance, academic growth, and positive behavior.
- Provide social-emotional support in the Student Re-Engagement Center, using a curriculum that fosters self-regulation, social skills, and conflict resolution.
- Implement individual behavioral contracts between teachers and students to provide structured support for struggling students.

Tier 3: Intensive Behavioral and Social-Emotional Support

- Utilize the Targeted Support Team for students with severe behavioral issues.
- Connect students and families with regional social workers and external agencies for behavioral support and crisis intervention.
- Provide access to District Department of Prevention and Intervention services for at-risk students.
- Conduct Special Education assessments for identified students needing additional behavioral and academic support.
- Implement Restorative Practices and social skills awareness sessions for students identified based on behavior data.
- Offer intensive social-emotional support in the Student Re-Engagement Center, providing targeted interventions and structured behavioral guidance.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Pair EL students with bilingual peer mentors to provide guidance and support.
- Encourage EL participation in extracurricular activities, leadership opportunities, and clubs.
- Recognize and celebrate EL students through incentive programs for positive behavior and academic growth.
- Provide clear, multilingual communication on school expectations, discipline policies, and conflict resolution strategies.
- Offer professional learning for teachers and staff on culturally responsive classroom management.
- Implement restorative justice practices, such as restorative circles and mediation sessions, as alternatives to suspension.
- Conduct daily or weekly check-ins with EL students at risk of suspension.
- Provide small group SEL instruction on conflict resolution, emotional regulation, and positive interactions.
- Utilize bilingual counselors or social workers to support EL students facing language barriers, trauma, or cultural adjustment challenges.
- Host multilingual parent workshops on school expectations, discipline policies, and available support.
- Increase home-school communication through bilingual parent liaisons, home visits, and translated resources.
- Encourage family involvement in student success planning to reinforce positive behavior strategies at home.

Student Groups

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

Socio-economically Disadvantaged (SED):

Hispanic (HI):

Students with Disabilities (SWD):

- Provide substitute release for staff to attend Student Success Meetings
- We will use funds to support individual and group counseling focused on building social emotional competencies and coping strategies to be conducted by RCA and Hand in Hand mentor.

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

Socio-economically Disadvantaged (SED):

Hispanic (HI):

Students with Disabilities (SWD):

- Implement a Resource Counseling Assistant to work with identified Tier 1 and Tier 2 students.
- Implement a Hand and Hand mentor to work with identified Tier 1 and Tier 2 students.
- Supplemental Leadership Contracts to plan and implement incentives and celebrations.
- RCA and Hand and Hand Mentor to improve services and communication with the families of our student groups. We also plan to use some 7090 funds for supplies to promote parent engagement, promote acknowledgement of student growth and progress through award recognition efforts.
- Incentives will be provided to students with positive behavior.
- Incentives and recognition will be given to students and families with improved behavior.

As a site: What are the planned actions to support this student group?

Socio-economically Disadvantaged (SED):

Hispanic (HI):

Students with Disabilities (SWD):

- Office Assistant, Intervention Specialist, Hand and Hand mentor, RCA, and School Psychologist will communicate with identified families in support of improved behavior and resources available to students and their families.
- We will provide a re-engagement center to provide an alternative to suspension solutions.
- Ongoing progress monitoring and progress chats will take place for identified students.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Decrease in suspensions monthly compared to last year.
- Outcomes measured by monthly meetings to review/analyze suspension data by school, grade level, teacher, and area of incidents.
- Outcomes monitored by Admin Team, TST, and Climate & Culture Team.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Decrease in suspensions by semester compared to last year.
- Outcomes measured by monthly meetings to review/analyze suspension data by school, grade level, teacher, and area of incidents.
- Outcomes monitored by Admin Team, TST, and Climate & Culture Team.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- Decrease in suspensions overall from last year to this year.
- Outcomes measured by monthly meetings to review/analyze suspension data by school, grade level, teacher, and area of incidents.
- Outcomes monitored by Admin Team, TST, and Climate & Culture Team.

2025-2026 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	Guidance & Counseling Services	Cons Svc/Oth			Hand in Hand Mentoring : Mentor	12,339.00
G3A1	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Hand in Hand Mentoring : Mentor	6,383.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		62,902.00

\$81,624.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	96 %	88.8 %	2024-2025	89.9 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in this Current Goal, staff participation in the Fall Climate & Culture Survey decreased from 2023-2024
 Need for increase of staff voice in PD development.
 Lack of classified staff involvement in CCT meetings

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Staff members do not find value in completing the survey.
- Limited professional development meeting time.
- Inequitable professional learning time for classified staff

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Provide clear communication on the importance of the survey and the impact of participation on decision-making.
- Allocate time during a mandatory all-staff meeting for survey completion to ensure participation.
- Ensure staff have access to technology by allowing them to borrow school-site computers to complete the survey.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Staff Connectedness and Retention

Partially Implemented

The action was **partially implemented**. Due to a **decrease in professional development hours**, designated participation time for the survey was not fully implemented.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Staff Connectedness and Retention

Ineffective

The action was **ineffective**, as there was a **9% decrease in favorable responses** from the Fall 2023-2024 Climate & Culture Survey.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Allocate time during the duty day for staff members to complete the Climate & Culture Survey.
- Encourage staff to complete the survey by emphasizing the importance of their feedback in shaping school culture and decision-making.
- Ensure all staff members have access to technology by providing school-site computers for survey completion.

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

SSC:

ELAC:

Staff:

- **Dedicated Survey Time** – Provide time during the workday for staff to complete the Climate & Culture Survey.
- **Encourage Participation** – Emphasize how staff feedback directly impacts school culture and decision-making.
- **Tech Access** – Ensure all staff have access to school computers for easy survey completion.

N/A

- Staff members will **collaborate and engage** with each other to support the full completion of the Climate & Culture Survey.
- Training for Paras
- Opportunities to learn in specific content area

Action 1 :

Staff Training and Support

Action Details:

Starr Elementary will provide high-quality professional learning to all staff to build their capacity, empower them, and promote higher teacher efficacy. Various support and resources will be provided to assist our staff and to increase retention. At the same time, we will increase our efforts to provide opportunities for staff to engage in schoolwide activities and events to promote a sense of community and belonging. In order to increase staff participation with the staff survey, Starr Elementary will provide dedicated time during staff meetings for survey completion, send regular reminders, and clearly communicate how the data informs school improvement efforts. Small incentives and/or recognition will also be offered to encourage full participation.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1

- Provide professional learning in:
 - SBAC Claims and Targets, Interim Assessments, Foundational Skills, Professional Learning Communities (PLCs), Common Core State Standards (CCSS), Math Fluency, Mathematical Practices, Writing, Restorative Practices, Social-Emotional Learning (SEL), Culture and Climate Improvement, Gifted and Talented Education (GATE), Exemplary Physical Education Curriculum (EPEC), Cultural Proficiency, and Blended Learning.
- Facilitate professional learning opportunities through guest speakers, consultants, conference attendance, and travel expenses.
- Ensure all staff receive constructive feedback and recognition for their work to promote growth and continuous improvement.
- Provide job-embedded professional learning through coaching cycles, peer observations, and Academic Coach support, focusing on effective instruction (aligned with the Literacy and Math IPGs) and positive classroom climate.
- Promote staff engagement and connectedness through:
 - A school-wide theme to unify and encourage collaboration.
 - Schoolwide celebrations to recognize achievements.
 - Consistent communication via Monday News, Parent Square, Monthly Teacher Meetings, and Monthly Classified Staff Meetings.
 - Inclusive staff engagement opportunities to foster a supportive school culture.
- Communicate the purpose and impact of the survey clearly, emphasizing how staff feedback informs school decisions and improvement plans.
- Dedicate time during staff meetings or professional development days for survey completion to ensure all staff have the opportunity to participate.
- Send regular reminders via email and ParentSquare with the survey link and deadline.
- Provide tech support and a quiet space for staff to complete the survey without distractions.
- Offer small incentives or recognition, such as a raffle entry or thank-you shout-out, to encourage participation

Tier 2

- One-on-one meetings with administration to provide personalized feedback, goal-setting, and professional growth opportunities.

Tier 3

- One-on-one meetings with staff, administration, and Human Resources for individualized support, conflict resolution, or structured improvement plans.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Professional learning for all teachers will be provided with support and guidance from English Learner Services. This professional learning will be designed to support teachers based on their needs and schoolwide EL data as measured by ELPAC, SBAC, and i-Ready.

Student Groups

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

Students with Disabilities (SWD):

English Learner (EL):

African American (AA):

- Professional opportunities, such as Personalized Learning Instruction, Blended Learning, and how to maximize GVC resources for teachers to build their capacity to differentiate instruction.

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

Multiple Races (MR):

Students with Disabilities (SWD):

English Learner (EL):

- Paraprofessionals to support with ELPAC practice and tutoring.
- Allocate funds for professional development for Culturally proficient instruction with coaching and support

As a site: What are the planned actions to support this student group?

Multiple Races (MR):

Students with Disabilities (SWD):

English Learner (EL):

- Professional Learning Opportunities for paraprofessionals and tutors supporting Tier 2 and Tier 3 students focused on iReady, EdCite, Tools for Teachers, Tutor.com, Sora, Khan Academy, Reflexmath, etc.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- We will see an increase in participation rate on the Fall Climate & Culture survey.
- We will measure the effectiveness of professional development around Foundational Skills and the Coaching Cycle during the first semester.
- Outcomes monitored by Principal, VP, and teachers.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- We will see an increase from the Fall Climate & Culture survey to the Spring survey.
- Outcomes measured by staff participation. There will be an increase of 2% favorable.
- Outcomes monitored by Principal, VP, and CCT.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- We will see an increase in the Fall Climate & Culture family survey from last year to this year.
- Outcomes measured by staff participation. There will be an increase of 4% favorable.
- Outcomes monitored by Principal, VP, and CCT.

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	98 %	96 %	2024-2025	4.9 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

We have had challenges getting families to attend academic-based professional learning sessions specifically geared toward families.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Parents lack time to attend school-based events.
- Limited access to childcare prevents participation in parent-only events.
- Families lack an understanding of the value of professional learning opportunities and their impact on student success.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Provide childcare services during parent-only events to remove barriers to attendance.
- Offer an online option or recorded sessions (via Teams or other platforms) for parents who cannot attend in person.
- Implement incentives for parents and students, such as raffle giveaways, dinner nights, or homework passes to encourage participation.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Inclusive Opportunities for Family Engagement

Partially Implemented

This action was partially implemented. A three-tiered approach was used:

- Communication was fully implemented.
- Participation in school functions increased.
- Inclusive school opportunities need improvement.

A Family Book Club was introduced, meeting quarterly to provide books, integrate art, and create a family dinner/social experience.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Inclusive Opportunities for Family Engagement

Partially Effective

The action was partially effective. Family engagement increased from 94% to 96%, but did not meet the 98% target.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Increase incentives for parent and student attendance at academic-based learning events.
- Expand opportunities for academic-based professional learning for families.
- Overhaul the Starr Elementary website to improve communication and accessibility of family engagement opportunities.
- Task the leadership team with creating infomercials that highlight engagement opportunities and associated incentives.

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

SSC:

- **Event Incentives** – Offer rewards to boost parent and student attendance at academic events.
- **Family Learning Opportunities** – Expand workshops to support parents in academic involvement.
- **Website Overhaul** – Improve the school website for better communication and accessibility.
- **Engagement Infomercials** – Create short videos highlighting events and incentives.

ELAC:

N/A

Staff:

- **Provide incentives for students** (e.g., homework passes) and families (e.g., raffles, giveaways, dinner nights).
- **Ensure childcare is available** for guardian-only events to increase participation.
- **Further develop the Starr website** to enhance communication between home and school.

Action 1 :

Parent Outreach and Communication

Action Details:

Starr Elementary School will provide parent and family engagement opportunities to foster a positive culture where families feel welcomed and included in the decision-making process that promotes academic progress and culturally inclusive practices.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Family Engagement & Communication Plan

Communication:

- Weekly Parent Square messages to parents
- Weekly school newsletter to parents
- Updates on the Starr Elementary website
- Phone calls and emails responded to within 24 hours
- Use of the marquee to share important information

Classroom Engagement Opportunities:

- Parent-Teacher Conferences
- Classroom newsletters
- Parent Square communication
- Phone calls and emails responded to within 24 hours
- Virtual and in-person volunteer opportunities
- Back-to-School Night
- Open House

School-Based Engagement Opportunities:

- PTA Meetings and PTA-sponsored events
- School Site Council Meetings
- Professional learning opportunities for parents
- Back-to-School Night & Open House
- On-site volunteerism
- Materials and resources for parents (graphics, supplies, etc.)

Student Academic Support & Parent Involvement:

- Parent-Teacher Conferences, Student Success Team (SST) meetings, and Individualized Education Programs (IEPs)
- Parent engagement meetings and workshops (e.g., Parent University)
- Study trips with chaperone opportunities
- Open House and school events
- Supplemental contracts for certificated and classified staff for organizing community events
- Materials and supplies to support family engagement (e.g., office supplies, books, technology, food services, incentives)
- Independent contract agreements for services promoting family engagement (e.g., DJs, photo booths, speakers, service providers, bounce houses)
- Substitute coverage for monthly Student Success Team meetings
- Supplemental contracts for classified staff to provide babysitting services during events

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- EL Coordinator will work with EL families
- Translation services for parents

Student Groups

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

Students with Disabilities (SWD):

Multiple Races (MR):

- We will add an additional Hand and Hand mentor to improve service and communication with the parents.
- Leadership contracts to staff to further enhance parent communication and engagement opportunities.

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

Students with Disabilities (SWD):

Multiple Races (MR):

- We plan to use some funds for supplies to promote parent engagement, promote acknowledgement of student growth and progress through award recognition efforts.

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD):

Multiple Races (MR):

- Ensure monthly SST meetings to address the needs of our low performing groups.
- Ensuring consistent communication with all parents.
- Increasing opportunities for parent engagement during and after school hours.
- Targeted Support Team (TST) to support in identifying psychosocial factors impacting identified students' unmet needs. Additionally, the TST will recruit students to participate in the Peer-to-Peer Mentoring program which supports increasing student belonging and connectedness to school.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- We will see an increase in attendance at the Title I Parent Meeting/Back to School Night and at Parent Conferences.
- Outcomes measured by attendance rosters.
- There will be a 2.5% increase in attendance as compared to last year.
- Outcomes monitored by Principal, VP, and teachers.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- We will see an increase from the Fall Climate & Culture survey to the Spring survey.
- Outcomes measured by family engagement domain. There will be an increase of 1% favorable.
- Outcomes monitored by Principal, VP, and teachers.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- We will see an increase in the Fall Climate & Culture family survey from last year to this year.
- Outcomes measured by family engagement domain. There will be an increase of 2% favorable.
- Outcomes monitored by Principal, VP, and teachers.

2025-2026 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			Parent Involvement *No Food or Incentives*	728.00

\$728.00

2025-2026 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	Direct-Graph			Graphics	1,500.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			IEP's	1,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Student Incentives & Rewards	1,251.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology	1,000.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Reflex Math	3,597.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			: Materials & Supplies to support Math *No Food or Incentives*	422.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Food For Staff Meetings/Trainings	1,000.00
G1A3	Sup & Conc	Instruction	Copier Maint			Copier Maintenance/Ricoh	5,700.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Materials and supplies to support English Learner Reclassification	800.00
G1A3	LCFF: EL	Guidance & Counseling Services	Cons Svc/Oth			Hand in Hand Mentoring : Mentor	7,978.00
G2A1	Title 1 Basic	Instruction	Bks & Ref			Positivity Project	3,800.00
G3A1	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			Hand in Hand Mentoring : Mentor	12,339.00
G3A1	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Hand in Hand Mentoring : Mentor	6,383.00
G3A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		62,902.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement *No Food or Incentives*	728.00
Total							\$110,400.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$22,386.00
Sup & Conc	7090	\$79,236.00
LCFF: EL	7091	\$8,778.00
Grand Total		\$110,400.00

Goal Totals	Budget Totals	
G1 - Improve academic performance at challenging levels	\$24,248.00	
G2 - Expand student-centered and real-world learning experiences	\$3,800.00	
G3 - Increase student engagement in their school and community	\$81,624.00	
G5 - Increase inclusive opportunities for families to engage in their students' education	\$728.00	
Grand Total		\$110,400.00