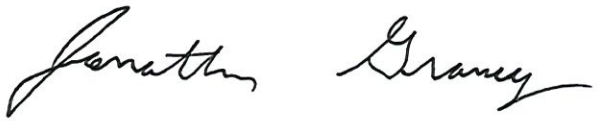
Starr Elementary

10621666088934

Principal's Name: Jonathan Graney

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

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District Goals

The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals and Guardrails 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.

Academic Achievement The Whole Child (Engagement/SEL) Operational Excellence	**DISTRICT GOALS:** **Early Literacy** **Literacy Intervention** **College & Career Readiness** **Life Skills**	**DISTRICT GUARDAILS:** **Community Engagement** **Equitable Access** **Effective Staff** **Health & Wellness**

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

Consolidated Program Assurances

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Jonathan Graney	X				
2. Chairperson - Christina Cassinerio				X	
3. Secretary - Priscilla Fowler		X			
4. Parent Advisory Committee (PAC) Representative – Esmerelda Trejo				X	
5. Parent Advisory Committee (PAC) Representative – Melondy Wharry				X	
6. Julie Rodriguez		X			
7. Shannon Reyna		X			
8. Gabriela Martinez			X		
9. Lupe Melgoza				X	
10. Melissa Mendez				X	
11. Patricia Russell			X		
12.					
13.					
14.					
15.					

Check the appropriate box below: N/A
☐ ELAC reviewed the SPSA as a school advisory committee.
☐ ELAC voted to consolidate with the SSC. Date_____.

Required Signatures

School Name: Starr Elementary School			
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		4/16/26
SSC Chairperson	Christina Cassinerio		4/16/26

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

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

FY 2026/27

Starr - 0422

ON-SITE ALLOCATION

3010	Title I	$32,881 *
7090	LCFF Supplemental & Concentration	$97,920
7091	LCFF for English Learners	$7,820
	TOTAL 2026/27 ON-SITE ALLOCATION	**$138,621**

*	These are the total funds provided through the Consolidated Application	
*	Title I requires a specific investment for Parent Involvement	
	Parent Involvement Budget - Minimum	$1,004
	Program Budget	$31,877
	Total Title I Allocation	$32,881

ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Starr Elementary 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review

School Level Dashboard

Goal	Selected Metrics	Current Target	Actual	As Of	Target
Goal 1	ELPAC - percentage of students who scored 4		30.8 %	2024-2025	**31.9 %** ↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		58.3 %	2024-2025	**59.4 %** ↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		57.1 %	2025-2026	**58.2 %** ↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		63.5 %	2025-2026	**64.6 %** ↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		78.9 %	2025-2026	**80 %** ↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		75.4 %	2025-2026	**76.5 %** ↑
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)	50.4 %	49.8 %	2025-2026	**50.9 %** ↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		71.4 %	2025-2026	**72.5 %** ↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		51.5 %	2025-2026	**52.6 %** ↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		55.3 %	2025-2026	**56.4 %** ↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		64.8 %	2025-2026	**65.9 %** ↑
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)	39.6 %	40.9 %	2025-2026	**42 %** ↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	7.1 pts	-5.5 pts	2024-2025	**9.5 pts** ↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		50 %	2024-2025	**55 %** ↑
Goal 1	SBAC Math - Average distance from standard (ALL)	8.1 pts	1.2 pts	2024-2025	**16.2 pts** ↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		57.4 %	2024-2025	**62.4 %** ↑
Goal 2	Chronic Absenteeism - (Hispanic)		21.8 %	2024-2025	**21.2 %** ↓

Goal 2	Chronic Absenteeism (ALL) Semester 1	20.9 %	15 %	2025-2026	**14.4 %** ↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	4.9 %	98 %	2025-2026	**99.1 %** ↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	89.9 %	92 %	2025-2026	**93.1 %** ↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		86 %	2025-2026	**88 %** ↑
Goal 2	Suspension Rate (ALL) Semester 1	0.97 %	1.4 %	2025-2026	**1.07 %** ↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

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

Based on the dashboard metrics, Starr Elementary demonstrates growth trends in several areas; however, the following key problems of practice remain:

ELA and Math proficiency remain below desired targets, particularly in SBAC performance and i-Ready proficiency (ELA proficiency 49.8% vs. 50.9% target; SBAC ELA 50% M/E vs. 55% target; SBAC Math 57.4% vs. 62.4% target).

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

English Learner progress and reclassification growth need acceleration, despite moderate ELPAC and ELPI gains (ELPAC Level 4 = 30.8% vs. 31.9% target; ELPI improvement 58.3% vs. 59.4% target).

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

Chronic absenteeism remains elevated, particularly among Hispanic students (21.8%), and suspension rate (1.4%) exceeds the target (1.07%).

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

ELA/Math:

- Inconsistent Tier 1 instructional rigor and alignment to priority standards and SBAC-level Depth of Knowledge.
- Lack of systematic, schoolwide data-driven reteaching cycles following FIAB/IAB and i-Ready diagnostics.
- Inconsistent differentiation within core instruction to meet the needs of students performing below grade level.

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

English Learners:

- Inconsistent implementation and monitoring of Designated ELD instruction across classrooms.
- Limited integration of academic language objectives and structured discourse in Tier 1 instruction.
- Lack of a structured monitoring system for students nearing reclassification to accelerate progress.

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

Chronic Absenteeism/Suspension:

- Attendance barriers disproportionately impacting targeted student groups.
- Inconsistent early tiered intervention systems for students approaching chronic absenteeism.
- Inconsistent implementation of Tier 1 behavior supports, SEL practices, and restorative approaches.

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.

- **Strengthen Tier 1 Core Instruction**
  - Professional development in standards-based planning, rigorous questioning, and differentiation.
  - Structured PLC protocols focused on FIAB/IAB, i-Ready, and SBAC-aligned planning.
  - Vertical alignment of priority standards (K–6).
- **Systematic Data Cycles**
  - Schoolwide assessment calendar with clear progress monitoring checkpoints.
  - Structured small-group intervention blocks (Tier 2/Tier 3).
  - Targeted reteaching plans following each benchmark.

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.

English Learner Acceleration

- Daily Designated ELD with clear language objectives.
- Integrated ELD strategies in all core subjects.
- Reclassification monitoring system and student goal setting.

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.

- **Attendance & Engagement Systems**
  - Attendance monitoring team with weekly review cycles.
  - Family outreach for high-risk students.
  - Incentives and recognition programs.
- **Behavior & School Climate Support**
  - Strengthened MTSS behavior supports.
  - Restorative practice training.
  - Increased social-emotional learning implementation.

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

ELA Achievement

Partially Implemented

The actions were partially implemented. i-Ready diagnostics, FIAB/IAB calendaring, and PLC data discussions were in place, and growth metrics show improvement in both stretch and typical growth. However, SBAC proficiency remains below target, and Tier 1 instructional rigor and standards alignment were not consistently implemented across classrooms. Reteaching cycles varied by grade level, limiting full impact on overall proficiency outcomes.

Math Achievement

Partially Implemented

The actions were partially implemented. Teachers utilized i-Ready diagnostics and engaged in PLC data conversations, and growth data indicates moderate improvement. However, SBAC performance and distance from standard remain below target levels. Problem-solving rigor, academic discourse, and consistent intervention alignment were not implemented with full fidelity across classrooms.

English Learner Reclassification Rate

Partially Implemented

The actions were partially implemented. Designated ELD time was scheduled and ELPAC/ELPI growth shows modest progress toward targets. However, implementation fidelity of both designated and integrated ELD varied by classroom. A systematic monitoring process for students nearing reclassification was not consistently implemented to accelerate language growth.

School Connectedness

Fully Implemented

The actions were fully implemented. Schoolwide culture systems, including recognition programs and climate initiatives, were implemented consistently. Survey data reflects high favorable ratings among families, staff, and students, indicating strong relational systems and effective engagement practices.

Chronic Absenteeism

Partially Implemented

The actions were partially implemented. Attendance monitoring systems and family outreach efforts were in place, and overall absenteeism showed improvement. However, chronic absenteeism among Hispanic students remains elevated, and early tiered intervention systems were not consistently activated for students approaching chronic status.

Suspension

Partially Implemented

The actions were partially implemented. MTSS behavior supports and restorative practices were in place; however, suspension rates exceeded the established target. Tier 1 preventative behavior systems and proactive SEL strategies were not implemented consistently enough to reduce behavioral escalations schoolwide.

Staff Training and Support

Partially Implemented

The actions were partially implemented. PLC structures and professional learning opportunities were provided, and teachers engaged in assessment alignment and data analysis. However, the depth of implementation and consistent transfer of learning into daily Tier 1 instruction varied across classrooms.

Parent Outreach and Communication

Fully Implemented

The actions were fully implemented. Communication systems and family engagement efforts were consistently executed, resulting in high favorable survey data. Strong relational partnerships and ongoing outreach efforts contributed to positive family engagement outcomes.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

ELA Achievement

Partially Effective

The actions were partially effective. Growth metrics improved, but proficiency targets remain unmet. Tier 1 instruction must be strengthened to impact SBAC outcomes.

Math Achievement

Partially Effective

The actions were partially effective. Improvement in growth metrics is evident, but not yet translating into significant SBAC proficiency gains.

English Learner Reclassification Rate

Partially Effective

The actions were partially effective. Positive trend lines, but designated ELD consistency and reclassification acceleration strategies are needed.

School Connectedness

Effective

The actions were effective. High survey ratings demonstrate strong climate systems.

Chronic Absenteeism

Partially Effective

The actions were partially effective. Overall rate improved; subgroup gaps remain.

Suspension

Partially Effective

The actions were partially effective. Rates exceed target; however suspension numbers are still low, proactive supports must increase.

Staff Training and Support

Partially Effective

The actions were partially effective. Strong structures exist; implementation depth must improve.

Parent Outreach and Communication

Effective

The actions were effective. High satisfaction and engagement levels.

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.

- Implement a **non-negotiable Tier 1 Instructional Framework** aligned to priority standards and SBAC rigor.
- Formalize a **schoolwide data cycle calendar** (FIAB/IAB, i-Ready, common formative assessments).
- Strengthen **Designated and Integrated ELD fidelity monitoring**.
- Launch a **targeted attendance intervention system** for high-risk subgroups.
- Expand **Tier 1 SEL and restorative practice implementation** to reduce suspensions.
- Increase **small group intervention time during the master schedule**.
- Provide coaching cycles tied directly to student outcome data.

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:

School does not have an ELAC.

Staff:

SSC reviewed academic dashboard data and emphasized the importance of strengthening Tier 1 instruction and increasing intervention time. Members supported reallocating resources toward small-group intervention and attendance outreach.

Staff engaged in data analysis sessions and identified the need for clearer priority standard alignment and more time for PLC planning. Teachers requested additional training in differentiation and structured small-group instruction.

Action

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

ELA Achievement

Action Details

Early Literacy

Starr Elementary will increase SBAC ELA proficiency to **55% of students meeting or exceeding standards** and raise the **average Distance from Standard (DFS) by 15 points, from -5.5 to +9.5**.

To achieve this goal, the school will strengthen Tier 1 instruction to ensure consistent alignment to CCSS priority standards and SBAC rigor. Teachers will engage in structured PLC data cycles using FIAB, IAB, i-Ready, and common formative assessments to guide reteaching and instructional adjustments. A clearly defined three-tiered system of support will provide targeted interventions to ensure students make at least one year of growth and close achievement gaps.

Direct Instructional Services

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?

African American (AA):

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?

African American (AA):

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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Provide regular communication to families regarding student literacy progress through ParentSquare, progress reports, and conferences.
- Conduct data chats and goal-setting conferences with families to align home and school literacy expectations.
- Utilize the 5-hour Hand and Hand mentor to conduct home visits, phone calls, and family outreach to support attendance and academic engagement.
- Host family literacy nights and academic workshops focused on foundational skills (phonics, fluency, comprehension) and grade-level expectations.
- Include families of Tier 2 and Tier 3 students in Student Success Team (SST) meetings to collaboratively monitor progress and interventions.
- Provide targeted communication and resources for English Learner families to support language development aligned to ELD standards.
- Offer home-school connection tools and literacy strategies to reinforce reading practices at home.

Professional Learning

Describe Professional Learning related to this action.

- Provide job-embedded coaching cycles for all K–6 teachers with the site Academic Coach focused on Tier 1 literacy instruction and classroom climate.
- Deliver professional learning aligned to CCSS standards and district-adopted curriculum (Wonders).
- Train K–2 teachers on foundational literacy practices, including Orton-Gillingham implementation, phonics instruction, and fluency development.
- Support 3–6 teachers in strengthening text analysis, academic writing, and SBAC-aligned rigor.
- Engage teachers in structured PLC cycles using i-Ready diagnostics, FIABs/IABs, district benchmarks, and fluency data to guide reteaching.
- Provide professional learning on differentiation, small-group instruction, and MTSS-aligned intervention systems.
- Monitor instructional implementation through walkthroughs aligned to the FUSD Instructional Practice Guide (IPG) and coaching feedback cycles.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

- 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.

K-2nd Grade:

- OG (Orton-Gillingham) implementation rubric to assess fidelity of phonics instruction.
- Phonics screener to measure student progress in foundational literacy skills.

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.

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)

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)

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.

- SBAC Results: Reduce the distance from meeting standards (DFS) in ELA from **-5.5 to +9.5**.
- Growth will be assessed by tracking progress in distance from standard (DFS) and proficiency levels.

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

- 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)& FIAB/IAB's 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.

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.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Math Achievement

Action Details

College & Career Readiness

Starr Elementary will increase SBAC Math proficiency to **62.4% of students meeting or exceeding standards** and raise the **average Distance from Standard (DFS) from +1.2 to +16.2**.

To achieve this goal, the school will strengthen Tier 1 math instruction to ensure consistent alignment to CCSS priority standards, conceptual understanding, and multi-step problem-solving rigor. Teachers will engage in structured PLC data cycles using FIAB, IAB, i-Ready, and common formative assessments to guide reteaching and instructional adjustments. A clearly defined three-tiered system of support will provide targeted interventions to ensure students make at least one year of growth and accelerate progress toward grade-level proficiency.

Direct Instructional Services

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 ReflexMath, 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Provide regular communication to families regarding student math progress through ParentSquare, progress reports, and conferences.
- Conduct student data chats and goal-setting conferences to align math growth goals between school and home.
- Offer family math nights and academic workshops focused on grade-level standards, problem-solving strategies, and supporting math fluency at home.
- Share resources and strategies with families to support conceptual understanding and multi-step problem solving.
- Include families of Tier 2 and Tier 3 students in Student Success Team (SST) meetings to collaboratively monitor math interventions.
- Utilize the Hand and Hand mentor to conduct outreach, home visits, and attendance support connected to math achievement.
- Provide targeted communication and resources for English Learner families to support academic language development in mathematics.
- Strengthen home-school partnerships by offering workshops focused on math vocabulary, reasoning skills, and use of digital platforms (i-Ready, Reflex Math, Khan Academy).

Professional Learning

Describe Professional Learning related to this action.

- Provide job-embedded coaching cycles for K–6 teachers focused on Tier 1 math instruction, conceptual understanding, and problem-solving rigor.
- Deliver professional learning aligned to CCSS math standards and district-adopted curriculum (GoMath).
- Support teachers in using IAB/FIAB, i-Ready diagnostics, and district benchmarks to guide instructional planning and reteaching.
- Provide training on differentiation strategies, small-group math instruction, and scaffolded support within the MTSS framework.
- Engage PLC teams in structured data cycles to analyze math growth and plan targeted interventions.
- Offer professional development focused on academic discourse, mathematical reasoning, and student engagement strategies.
- Provide training for teachers and paraprofessionals to strengthen intervention delivery for students performing below grade level.
- Monitor implementation through walkthroughs aligned to the FUSD Instructional Practice Guide (IPG) and ongoing instructional feedback cycles.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

- 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.

K-2nd Grade:

- 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) and IAB/FIAB's will be used to monitor student achievement and instructional effectiveness.

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.

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)

K-2nd Grade:

- iReady Diagnostic 1 & 2 (on-grade level and stretch growth proficiency)

3rd-6th Grade:

- 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.

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.

- SBAC Results: Reduce the distance from meeting standards (DFS) in Math from **+1.2 to +16.2**.
- Growth will be assessed by tracking progress in distance from standard (DFS) and proficiency levels.

K-2nd Grade:

- D3 iReady Proficiency

3rd-6th Grade:

- SBAC DFS and Proficiency
- D3 iReady Proficiency
- Outcomes will be monitored by the Principal and teachers, ensuring data-driven decisions support student achievement.

- 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.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

English Learner Reclassification Rate

Action Details

Literacy Intervention

Starr Elementary will increase the percentage of English Learners scoring at **ELPAC Level 4 from 30.8% to 31.9%** and increase the percentage of students making progress toward English proficiency (ELPI) from **58.3% to 59.4% or higher**.

To achieve this goal, the school will strengthen both Designated and Integrated ELD instruction aligned to ELD standards and grade-level content. Teachers will implement clear language objectives, structured academic discourse, and targeted language scaffolds within Tier 1 instruction. A systematic monitoring process will provide tiered language supports to accelerate progress toward proficiency and reclassification.

Direct Instructional Services

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 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?

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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Provide regular communication with EL families regarding ELPAC progress, language development goals, and reclassification criteria.
- Conduct English Learner data chats and goal-setting conferences to align home and school language development expectations.
- Offer parent workshops focused on understanding ELD standards, integrated vs. designated ELD, and strategies to support academic language at home.
- Utilize the Hand and Hand mentor to conduct home visits, phone calls, and outreach to support EL student attendance and engagement.
- Provide translated communication and interpretation services to ensure equitable access to information.
- Include families in Student Success Team (SST) meetings for EL students receiving Tier 2 or Tier 3 language supports.
- Share resources to support oral language development, vocabulary acquisition, and reading comprehension at home.
- Provide targeted outreach and support for newcomer families to assist with school transitions and foundational English development.

Professional Learning

Describe Professional Learning related to this action.

- Provide professional learning on implementation of Designated ELD (30 minutes daily) aligned to ELD standards.
- Train teachers on effective Integrated ELD strategies embedded across all content areas.
- Support teachers in using academic discourse strategies such as talk moves, accountable talk, and language frames.
- Provide coaching cycles focused on strengthening language objectives and scaffolds within Tier 1 instruction.
- Train staff to use ELPAC data in Elevation to monitor student progress and guide instructional adjustments.
- Provide professional development aligned to district EL Services guidance to strengthen instruction for Long-Term English Learners (LTELs), newcomers, and reclassified students.
- Offer substitute release time for teachers to participate in EL data chats and Student Success Team (SST) meetings.
- Monitor ELD implementation through classroom walkthroughs using ELD observation tools and coaching feedback cycles.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

- 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.

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.

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)

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.

- 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.

- 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.

- 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.

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

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0422 Starr Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Scholastic	2,152.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: ESGI	1,644.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Accelerated Reader	2,688.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Substitute **Budget lines for personnel include salaries and related benefits	7,919.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology	3,000.00
G1A1	Sup & Conc	Instruction	Copier Maint			Copier Maintenance/Ricoh	5,700.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Technology maintenance	3,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Graphics Dept closing, moved from object 5725 to 5899.	500.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Reflex Math	4,196.00

$30,799.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

School Connectedness

Action Details

Community Engagement

Starr Elementary will maintain and increase favorable ratings on the Climate & Culture Survey, building on current results of **98% to 99.1% favorable in family engagement, 92%to 93.1% favorable in staff culture, and 86% to 88% favorable in student wellness and connectedness.** To achieve this goal, the school will strengthen systems that promote belonging, safety, and positive relationships for all stakeholders.

Staff will continue implementing schoolwide recognition systems, SHINE expectations, and social-emotional learning practices to reinforce a positive and inclusive environment. The school will expand structured opportunities for student voice, family engagement events, and staff collaboration to ensure all groups feel valued and connected. Ongoing survey data reviews and feedback cycles will guide targeted actions to sustain high levels of engagement and address identified areas for growth

Direct Instructional Services

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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Provide inclusive family engagement opportunities such as multicultural events, bilingual assemblies, heritage celebrations, and schoolwide engagement nights.
- Host family workshops and parent meetings focused on student belonging, SEL supports, and positive school climate.
- Provide translation and interpretation services to ensure all families have equitable access to communication and events.
- Partner with community organizations to connect families to academic, social-emotional, and enrichment resources.
- Encourage family participation in extracurricular activities, assemblies, and real-world learning experiences.
- Provide structured communication through ParentSquare to keep families informed about engagement opportunities and student events.
- Invite families to participate in leadership opportunities, including SSC, ELAC, and school committees.
- Monitor engagement participation data to ensure equitable access across student groups.

Professional Learning

Describe Professional Learning related to this action.

- Provide professional development on social-emotional learning (SEL) and implementation of the Positivity Project schoolwide.
- Train staff on culturally responsive teaching and inclusive classroom practices to strengthen belonging for all students.
- Provide professional learning on student engagement strategies and creating meaningful real-world learning experiences.
- Support staff in implementing SHINE expectations and schoolwide recognition systems with consistency.
- Offer coaching and collaboration time to strengthen classroom climate and relationship-building practices.
- Provide substitute release time and supplemental contracts for staff to plan, coordinate, and lead engagement activities.
- Monitor implementation through Climate & Culture survey reviews, walkthrough observations, and engagement participation data.
- Engage the Climate & Culture Team in ongoing data analysis and improvement planning.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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 2% compared to last year.
- Outcomes measured through ATLAS reports.
- Outcomes monitored by Principal, VP, and Climate &Culture Team.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Chronic Absenteeism

Action Details

Equitable Access

Starr Elementary will reduce overall chronic absenteeism from **15% to 14.4%** and decrease the chronic absenteeism rate among Hispanic students from **21.8% to 21.2.** To achieve this goal, the school will strengthen proactive attendance monitoring systems and implement early tiered interventions for students approaching chronic absence thresholds. Staff will conduct structured attendance reviews, increase family outreach, and provide targeted support plans for at-risk students. A clearly defined tiered system of support will ensure barriers are addressed early and student attendance improves schoolwide.

Direct Instructional Services

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 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Provide proactive communication with families regarding attendance expectations, policies, and the importance of daily school attendance.
- Conduct attendance conferences with parents of students approaching or meeting chronic absenteeism thresholds.
- Utilize the Hand and Hand mentor to conduct home visits, phone calls, and individualized outreach to families of chronically absent students.
- Offer bilingual attendance communication and translated materials to ensure equitable access for all families.
- Provide parent workshops and Family Attendance Workshops to educate families on attendance requirements and available supports.
- Implement recognition programs celebrating improved attendance for students and families (certificates, incentives, celebrations).
- Collaborate with community agencies to connect families to mental health, housing, transportation, and wellness supports.
- Include families in Student Success Team (SST) meetings and Attendance Team reviews to co-create attendance improvement plans.

Professional Learning

Describe Professional Learning related to this action.

- Provide staff training on early identification of attendance concerns and tiered intervention strategies within the MTSS framework.
- Train teachers and staff on trauma-informed practices to address attendance barriers compassionately and effectively.
- Offer professional development on conducting effective attendance data chats and goal-setting conferences with students and families.
- Provide guidance on culturally responsive family outreach strategies to improve engagement and trust.
- Train staff on using attendance data systems to monitor trends by grade level, subgroup, and individual student.
- Support collaboration between the Attendance Team (Office Assistant, RCA, IS, VP, Principal, SST) to ensure coordinated intervention efforts.
- Provide professional learning on Check-In/Check-Out (CICO) systems and structured attendance mentoring strategies.
- Review attendance data during staff meetings and PLCs to strengthen collective responsibility for student attendance.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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 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.

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 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.

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 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.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Suspension

Action Details

Life Skills

Starr Elementary will reduce the suspension rate from **1.4% to 1.07% or lower**, aligning with district targets. To achieve this goal, the school will strengthen Tier 1 behavior systems to ensure consistent implementation of schoolwide expectations, restorative practices, and proactive social-emotional learning strategies. Staff will engage in structured behavior data reviews to identify trends, monitor high-need students, and implement timely Tier 2 and Tier 3 interventions. A clearly defined multi-tiered system of behavioral support will ensure early intervention, improved student regulation skills, and a reduction in exclusionary discipline practices.

Direct Instructional Services

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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Provide proactive communication with families regarding schoolwide behavior expectations, restorative practices, and SEL supports.
- Conduct behavior conferences and re-entry meetings with families following suspension incidents to create collaborative support plans.
- Utilize the Resource Counseling Assistant (RCA), Hand and Hand mentor, Intervention Specialist, and School Psychologist to communicate regularly with families of identified students.
- Offer multilingual communication and interpretation services to ensure equitable access for all families.
- Host parent workshops focused on social-emotional learning, conflict resolution, and positive behavior strategies at home.
- Include families in Student Success Team (SST) meetings and Targeted Support Team reviews for students receiving Tier 2 and Tier 3 supports.
- Provide families with resources related to trauma-informed practices, emotional regulation, and community mental health supports.
- Engage families in recognizing and celebrating student growth in behavior, attendance, and academic progress.

Professional Learning

Describe Professional Learning related to this action.

- Provide professional development on Tier 1 social-emotional learning (SEL) implementation, including the Positivity Project and Second Step.
- Train staff on restorative practices as alternatives to suspension and exclusionary discipline.
- Offer professional learning on trauma-informed practices and culturally responsive classroom management.
- Provide coaching on implementation of schoolwide behavior expectations and recognition systems.
- Train staff to analyze suspension data by school, grade level, teacher, and incident type to guide targeted interventions.
- Provide collaboration time for the Admin Team, TST, Climate & Culture Team, and support staff to review behavior trends and adjust supports.
- Offer professional learning on de-escalation strategies and conflict resolution techniques.
- Support implementation of Check-In/Check-Out (CICO), behavior contracts, and structured Tier 2 and Tier 3 intervention systems.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Prop 28

Action Details

Life Skills

Starr Elementary will provide comprehensive arts and music instruction to ensure all students in grades K–6, including SPED students, have equitable access to high-quality visual and performing arts education. Through Band, Orchestra, Choir, and a dedicated Arts Integration teacher serving all grade levels, the school will expand student creativity, engagement, and academic connections across content areas.

To achieve this goal, Starr Elementary will strengthen standards-aligned music and visual arts instruction embedded within the master schedule. The Arts Integration teacher will collaborate with classroom teachers to integrate visual and performing arts into core academic subjects, reinforcing literacy, language development, and conceptual understanding. Band, Orchestra, and Choir programs will provide structured skill development, performance opportunities, and differentiated support to ensure access for students at varying skill levels.

GELAP expenses for Arts Integration Teachers will be paid for by Proposition 28.

Direct Instructional Services

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

Direct services will include:

- Standards-aligned curriculum materials for Band, Orchestra, Choir, and visual arts instruction
- Classroom materials and supplies such as instruments, sheet music, art materials (paint, clay, drawing supplies, mixed media), and consumables for creative production
- Instrument maintenance, repair, and replacement supplies to ensure equitable access
- Basic performance materials and reusable props to support student showcases and performances
- Visual arts supplies to support cross-curricular arts integration projects
- Instructional technology and sound equipment to enhance music and performance instruction
- Professional learning for teachers to strengthen arts integration strategies across content areas
- Guest artists and presenters to expand student exposure to diverse art forms and cultural experiences

Within the MTSS framework, arts instruction will support:

- Tier 1: Universal access to high-quality arts instruction for all students
- Tier 2: Targeted small-group support in music and visual arts for students needing additional skill development
- Tier 3: Individualized access and accommodations for SPED students to ensure inclusive participation

Through direct instructional services supported by Prop 28 funding, Starr Elementary will ensure all students have sustained access to meaningful arts and music experiences that promote creativity, engagement, academic reinforcement, and school connectedness.

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.

Not required

Student Groups

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

Not required

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

Not required

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

Not required

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Arts will be showcased at various family engagement events like:

• monthly engagement hours

• concerts

• Open House

Professional Learning

Describe Professional Learning related to this action.

Not required

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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 achieve measurable increases in student knowledge of visual and performing arts standards, foundational music skills, artistic techniques, and academic vocabulary connected to arts integration.

Measurement & Monitoring:

- Standards-based performance rubrics in Band, Orchestra, Choir, and visual arts projects
- Student portfolios and performance-based assessments
- Observation walkthrough data aligned to VAPA standards
- Participation rates in arts classes and performances
- PLC review of student work samples

Monitored by:
Arts Integration Teacher, Music Teachers, Classroom Teachers, and Site Administration through PLC meetings and instructional

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.

Students will demonstrate increased engagement, improved collaboration skills, stronger academic discourse, and greater confidence in creative expression. Teachers will consistently integrate arts strategies into core instruction to reinforce literacy and math concepts.

Measurement & Monitoring:

- Increased student participation in performances and arts showcases
- Classroom observation data showing arts integration in Tier 1 instruction
- Student engagement indicators (walkthrough tools, participation tracking)

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.

Students will experience sustained increases in school connectedness, improved attendance, reduced behavioral incidents, and strengthened academic achievement as a result of consistent access to arts and music education. The school will maintain high favorable Climate & Culture ratings and see measurable academic growth connected to enhanced engagement.

Measurement & Monitoring:

- Climate & Culture Survey results (Family, Student, Staff domains)
- Chronic absenteeism rates
- Suspension rates
- SBAC ELA and Math growth trends
- Longitudinal participation data in Band, Orchestra, Choir, and visual arts

walkthrough cycles.

- Climate & Culture survey data reflecting increased student connectedness
- Attendance data for students participating in arts programs

Monitored by:
Site Administration, MTSS Team, Arts Integration Teacher, and PLC teams during structured data reviews.

Monitored by:
Principal, School Site Council (SSC), and MTSS leadership team through quarterly dashboard reviews and annual SPSA evaluation cycles.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0422 Starr Elementary (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Instruction	Bks & Ref			: Positivity Project	3,795.00
G2A1	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			Hand in Hand Mentoring : Mentor	17,402.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			6th Grade Camp **Budget lines for personnel include salaries and related benefits	2,454.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Best Buddies Inclusion Program **Budget lines for personnel include salaries and related benefits	1,228.00
G2A1	Sup & Conc	Instruction	Mat & Supp			Student Incentives	6,110.00
G2A1	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Hand in Hand Mentoring : Mentor	1,678.00
G2A1	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	RCA to work with implementing and reinforcing schoolwide SEL **Budget lines for personnel include salaries and related benefits	65,131.00
G2A1	LCFF: EL	Guidance & Counseling Services	Cons Svc/Oth			Hand in Hand Mentoring : Mentor	7,820.00

$105,618.00

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Staff Training and Support

Action Details

Effective Staff

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.

Direct Instructional Services

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, Assessment Calendaring (FIAB/IAB/Standards Mastery Lessons), 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Communicate clearly with families about instructional priorities, foundational skills focus, and how professional learning supports improved student outcomes.
- Share survey results and school improvement efforts with families to demonstrate how staff feedback informs schoolwide decisions.
- Provide consistent updates through ParentSquare, Monday News, and schoolwide communication platforms regarding academic and climate initiatives.
- Host family information sessions to explain instructional shifts (SBAC alignment, assessment calendaring, foundational skills focus).
- Engage families in feedback opportunities related to school climate and instructional improvement.
- Highlight and celebrate staff professional growth and its impact on student achievement during family engagement events.
- Encourage family participation in schoolwide celebrations, recognition programs, and community-building events to strengthen staff-family partnerships.

Professional Learning

Describe Professional Learning related to this action.

- Provide professional learning aligned to SBAC claims and targets, interim assessments (FIAB/IAB), foundational skills, and CCSS standards.
- Deliver job-embedded coaching cycles focused on effective Tier 1 instruction aligned to Literacy and Math Instructional Practice Guides (IPGs).
- Facilitate Professional Learning Communities (PLCs) centered on assessment analysis, data cycles, and instructional planning.
- Provide professional development in restorative practices, Social-Emotional Learning (SEL), culture and climate improvement, and culturally proficient instruction.
- Offer training in Personalized Learning Instruction, Blended Learning, and maximizing digital platforms (iReady, EdCite, Tools for Teachers, etc.).
- Support paraprofessionals and tutors with targeted professional learning for Tier 2 and Tier 3 intervention support.
- Allocate time during staff meetings for survey completion and communicate clearly how survey data informs school improvement.

- Provide incentives and recognition to encourage strong staff participation in Climate & Culture surveys.
- Offer individualized Tier 2 and Tier 3 staff support, including one-on-one meetings, goal-setting conferences, and structured improvement plans when needed.
- Monitor professional learning effectiveness through coaching feedback cycles, survey data trends, and student achievement outcomes.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Parent Outreach and Communication

Action Details

Community Engagement

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.

Direct Instructional Services

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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Provide weekly ParentSquare messages and a weekly school newsletter to ensure consistent communication with all families.
- Maintain updated information on the school website and use the school marquee to communicate important announcements.
- Respond to parent phone calls and emails within 24 hours to promote timely and responsive communication.
- Host Back-to-School Night, Open House, and Parent-Teacher Conferences to strengthen home-school partnerships.
- Offer virtual and in-person volunteer opportunities to increase family participation.
- Provide professional learning workshops for parents (e.g., Parent University) focused on academic progress and school expectations.
- Facilitate School Site Council (SSC) and PTA meetings to include families in decision-making processes.
- Ensure monthly Student Success Team (SST) meetings to support low-performing student groups and involve families in intervention planning.
- Provide translation services and EL Coordinator support to ensure equitable access for English Learner families.
- Offer supplemental contracts for staff to organize engagement events and provide babysitting services to increase accessibility.
- Provide materials and supplies (books, technology, incentives, community partnerships) to support meaningful family engagement events.
- Implement Peer-to-Peer Mentoring programs to increase student belonging and connectedness, strengthening family confidence in school support systems.

Professional Learning

Describe Professional Learning related to this action.

- Provide professional development for staff on effective family communication strategies and culturally responsive engagement practices.
- Train staff on using ParentSquare and other communication platforms to ensure consistent messaging.
- Support teachers in conducting effective Parent-Teacher Conferences and SST meetings focused on student growth.
- Provide guidance on engaging families during and after school hours to increase accessibility.
- Train staff on strategies to support multilingual communication and engagement with English Learner families.
- Offer leadership contracts and collaboration time for staff to plan and implement parent engagement events.
- Provide training on identifying psychosocial barriers impacting student performance and partnering with the Targeted Support Team (TST) to support families.
- Monitor engagement effectiveness through attendance at events, survey feedback, and participation trends.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0422 Starr Elementary (Locked)

G3 - Operational Excellence

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A2	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement **No Food or Incentives**	1,004.00
G3A2	Sup & Conc	Instruction	Mat & Supp			: Signs and Graphics	1,200.00

$2,204.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0422 Starr Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employeename	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0422	1110	1000	4200	Bks & Ref					G1A2	Reflex Math	4,196.00
060	3010	0422	1110	1000	4200	Bks & Ref					G2A1	: Positivity Project	3,795.00
060	3010	0422	1110	1000	4200	Bks & Ref					G1A1	: Scholastic	2,152.00
060	3010	0422	1110	1000	4200	Bks & Ref					G1A1	: ESGI	1,644.00
060	3010	0422	1110	1000	4200	Bks & Ref					G1A1	: Accelerated Reader	2,688.00
060	3010	0422	1110	2495	4300	Mat & Supp					G3A2	Parent Involvement **No Food or Incentives**	1,004.00
060	3010	0422	1110	3110	5899	Cons Svc/Oth					G2A1	Hand in Hand Mentoring : Mentor	17,402.00
030	7090	0422	1110	1000	1120	Teacher-Subs					G1A1	Teacher Substitute **Budget lines for personnel include salaries and related benefits	7,919.00
030	7090	0422	1110	1000	1160	Teacher-Supp					G2A1	6th Grade Camp **Budget lines for personnel include salaries and related benefits	2,454.00
030	7090	0422	1110	1000	1160	Teacher-Supp					G2A1	Best Buddies Inclusion Program **Budget lines for personnel include salaries and related benefits	1,228.00
030	7090	0422	1110	1000	4300	Mat & Supp					G2A1	Student Incentives	6,110.00
030	7090	0422	1110	1000	4300	Mat & Supp					G3A2	: Signs and Graphics	1,200.00
030	7090	0422	1110	1000	4400	Nc-Equipment					G1A1	: Technology	3,000.00
030	7090	0422	1110	1000	5633	Copier Maint					G1A1	Copier Maintenance/Ricoh	5,700.00
030	7090	0422	1110	1000	5723	Direct-Maint					G1A1	: Technology maintenance	3,000.00
030	7090	0422	1110	1000	5899	Cons Svc/Oth					G1A1	TBD : Graphics Dept closing, moved from object 5725 to 5899.	500.00
030	7090	0422	1110	3110	5899	Cons Svc/Oth					G2A1	Hand in Hand Mentoring : Mentor	1,678.00
030	7090	0422	1110	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg	W018	Saldivar, Denise	0.7500	G2A1	RCA to work with implementing and reinforcing schoolwide SEL **Budget lines for personnel include salaries and related benefits	65,131.00
030	7091	0422	4760	3110	5899	Cons Svc/Oth					G2A1	Hand in Hand Mentoring : Mentor	7,820.00
													$138,621.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$32,881.00
Sup & Conc	7090	$97,920.00
LCFF: EL	7091	$7,820.00
Grand Total		**$138,621.00**

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	$30,799.00
G2 - The Whole Child (SEL and Engagement)	$105,618.00
G3 - Operational Excellence	$2,204.00
Grand Total	**$138,621.00**