Starr Elementary

10621666088934

Principal's Name: Charles Reynolds

Principal's Signature: *Charles Reynolds*

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

<table>
<thead>
<tr><th colspan="2">Table of Contents</th></tr>
</thead>
<tbody>
<tr><td>Topic</td><td>Details</td></tr>
<tr><td>Cover Page</td><td>CDS Code with Signature</td></tr>
<tr><td>Table of Contents</td><td>Listing of SPSA Contents and District Goals</td></tr>
<tr><td>Centralized Services</td><td>N/A</td></tr>
<tr><td>Assurances</td><td>Consolidated Program Assurances</td></tr>
<tr><td>School Site Council</td><td>Members list</td></tr>
<tr><td>Required Signatures</td><td>Principal and SSC Chairperson</td></tr>
<tr><td>Additional Documents</td><td>Site Parent Involvement Policy/Compact/SSC Bylaws</td></tr>
<tr><td>School Quality Review Process</td><td>Data Analysis and identification of needs and goals</td></tr>
<tr><td>School Report Card</td><td>Needs Assessment</td></tr>
<tr><td>Action Plan</td><td>Action designed to meet the needs and accomplish the goals</td></tr>
<tr><td>Budget</td><td>Allocations and planned expenditures</td></tr>
</tbody>
</table>

District Goals	
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

Centralized Services - No Centralized Services are utilized at this time.
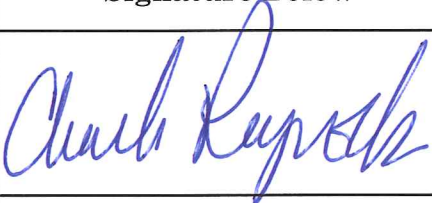
Consolidated Program Assurances

The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent Involvement 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 Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.

Starr School Site Council

School Site Council List	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
Member Name					
1. Principal - Charles Reynolds	X				
2. Chairperson – Brian Moore			X		
3. Lucinda Baucher		X			
4. Ann Lewis		X			
5. Julie Rodriguez		X			
6. Jennifer Johnstone				X	
7. Wendy Scott				X	
8. Amanda Cochran				X	
9. Rhiannon Oakes				X	
10. Silvia Saldivar				X	
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name:			

Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.

Title	Print Name Below	Signature Below	Date
Principal	Charles Reynolds	*Charles Reynolds*	3/15/17
SSC Chairperson	Brian Moore	*Brian Moore*	3/15/17

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2017/18

Starr - 0422

ON-SITE ALLOCATION

3010	Title I	$13,687
7090	LCFF Supplemental & Concentration	$59,838
7091	LCFF for English Learners	$4,953

TOTAL 2017/18 ON-SITE ALLOCATION   **$78,478**

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	$301
Remaining Title I funds are at the discretion of the School Site Council	$13,386
Total Title I Allocation	$13,687

2017 - 2018 SPSA Needs Assessment

SCHOOL : [Starr ▾] [Select]

1 - Academic Performance/Growth/Completion

Selected	ID	Description	[14]Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
☑	3165	**District Dashboard (Goal 1):** Performance on Smarter Balance (ELA)	9/68	N/A[3]	40.36%	42.39%	N/A[3]	•LCAP Dashboard - 4PupilAchievement
☑	3166	**District Dashboard (Goal 1):** Performance on Smarter Balance (Math)	11/68	N/A[3]	31.84%	34.57%	N/A[3]	•LCAP Dashboard - 4PupilAchievement
☐	3169	**District Dashboard (Goal 1):** Percentage of 3rd grade students reading at grade level	9/66	N/A[3]	44.12%	43.24%	N/A[3]	•LCAP Dashboard - 8OtherPupilOutcomes
☐	3158	**District Dashboard (Goal 4):** Percentage of students with a D or F on their report card	2/68	0.00%[4]	13.11%	21.71%	12.67%	•LCAP Dashboard - 8OtherPupilOutcomes
☑	3751	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	36/63	N/A[6]	43.40%	32.73%	0.00%	•LCAP Dashboard - 4PupilAchievement
☑	3752	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	33/63	N/A[6]	71.70%	54.55%	7.69%	•LCAP Dashboard - 4PupilAchievement
☑	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	9/67	N/A[7]	N/A[7]	33.33%	51.74%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
☑	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	3/67	N/A[8]	N/A[8]	39.77%	36.78%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

Assessments) - Standard
Met/Exceeded
(Subelement)

2 - Social Emotional/Climate Culture

Selected	ID	Description	[14]Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
☑	917	**District Dashboard (Goal 1):** Number and percentage of English Learner students redesignated (current progress).	65/68	10.53%	33.33%	8.33%	15.38%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
☐	863	**Annual Measurable Achievement Objective 2:** Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	4/68*	33.33%	40.00%	N/A[9]	N/A[9]	•LCAP Dashboard - 4PupilAchievement
☐	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	67/68	17.65%	58.33%	90.91%	54.55%	•LCAP Dashboard - 4PupilAchievement
☑	48	ADA Attendance Rate	11/68	96.13%	95.59%	96.01%	95.42%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
☑	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	6/69	7.61%	8.20%	5.73%	9.31%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
☑	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	15/68	N/A[10]	N/A[10]	27.98%	15.82%	•LCAP Dashboard - 5PupilEngagement
☐	2001	**District Dashboard (Goal 4):** On-campus suspension instances per 100	1/69	2.01%	0.00%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate

☑	843	**District Dashboard (Goal 4):** Out of school suspension instances per 100	4/68	2.01%	0.47%	1.19%	2.66%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
☐	528	**District Dashboard (Goal 4):** Expulsions per 100	1/68	0.00%	0.00%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate
☑	2080	**District Dashboard (Goal 2):** Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	33/67	81.66%	83.84%	54.05%	57.38%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
☐	7132	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	6/68	N/A[13]	N/A[13]	80.40%	N/A[13]	•SPSA SQII View - Culture - SurveyResults - Student
☑	7133	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	25/69	N/A[13]	N/A[13]	66.83%	N/A[13]	•SPSA SQII View - Culture - SurveyResults - Student
☑	7134	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	5/68	N/A[13]	N/A[13]	69.33%	N/A[13]	•SPSA SQII View - Culture - SurveyResults - Student
☐	7135	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	40/68	N/A[13]	N/A[13]	70.65%	N/A[13]	•SPSA SQII View - Culture - SurveyResults - Student

Notes

* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year

7. Formative Assessment started in '15-16 School Year

8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year

9. Updated once we have Annual Report from CDE

10. Ties to official ATLAS reporting starting in '15-16 School Year

11. District level indicator - requiring CDE data submission

12. Project launched in '15-16 School Year

13. Tracking started in '15-16 School Year (Baseline Year)

14. *A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:*

Elementary Segment Example:

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

High School Segment Example:

In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : ○ No ○ Yes | Approval Date : 03/16/2017

Last Edit: charles.reynolds - 02/17/2017

Save

Starr Elementary 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

| Domain | ☑ 1. Academic Performance | | ☐ 2. Social/Emotional Learning (SEL) and Culture & Climate | |

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	43	50	
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	52.5	60	
3751 - Students scoring maximum on the Math and ELA	36.4	46.4	

| ○ New-Action | ◉ On-going | **Reasoning:** | ☑ Strong Evidence | ☐ Moderate Evidence | ☐ Promising Evidence |

Detail the Action

In order to support Starr students increasing a minimum of one grade level or more and reading at or above grade level, we will implement a comprehensive reading program with fidelity to the district core curriculum, Tier I and II level intervention and enrichment programs, along with a school-wide emphasis on reading foundational skills.

SMART Goals

1. By June 2018, 50% of students in grades 3-6 will meet or exceed grade level ELA standards as measured by CAASP.
2. By June 2018, 60% of students in grades 1-6 will meet or exceed grade level ELA standards as measured by Interim/CFA Assessments 1 and 2.
3. By June 2018, 46.4% of Kindergarten students will be scoring maximum on the KAIG in ELA as measured by KAIG 4.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)

1. SAC Meetings with teachers three times per year
2. Grade Level AC Meetings
3. ILT Meetings
4. ACI Common Formative ELA Assessments
5. DRP Assessments (2nd-6th)
6. District Interim ELA Assessments (1st-6th)
7. KAIG/BAS (Kindergarten)
8. BAS/Fluency (1st)
9. SQII
10. Spring SBAC Assessment
11. Classroom Walkthroughs and Feedback Conversations
12. Sharing/Calibration of Student Work

Owner(s):

1. Principal
2. TSA
3. Teachers/AC Teams
4. ILT

Timeline:

1. Professional Development begins August 14, 2017 and is ongoing.
2. Progress Monitoring is ongoing throughout the year.

Explain the Targeted Actions for Parent Involvement (required by Title I):

1. Teachers will review each student's reading levels/scores at the Parent-Teacher Conference in October.
2. Parents will have access to the ATLAS Parent Portal and Edutext. Information will be given to parents at Back to School Night and Parent-Teacher Conferences.
3. Parents of students in grades 2-6 will receive quarterly progress reports.
4. Parents will receive quarterly report cards.
5. Parents will receive assessment reports after each assessment administration.

Describe Related Professional Learning:

1. Site-Based ELA Professional Development
2. District ELA Training
3. Learning by Doing by Richard DuFour, Rebecca DuFour, Robert Eaker, Thomas W. Many and Mike Mattos
4. Building Classroom Discussions-Academic Conversations by Jeff Zwiers and Marie Crawford
5. Guided Reading, Good First Teaching for all Children by Irene C. Fountas and Gay Su Pinnell
6. Implementation of Standards-Based Literacy Centers
7. Increasing complex talk and tasks through reading, writing, listening and speaking in complex text
8. Implementation of Reading Foundational Skills
9. Development, Implementation and Analysis of Common Formative Assessments
10. Digital Literacy
11. Integration of Technology into daily classroom instruction.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Tier 1

- Instruction will begin with the utilization of FUSD adopted curriculum.
- Teachers will utilize the FUSD Scope and Sequence to align instruction with the Common Core State Standards.
- Substitute release time will be available to AC teams for strategic planning.
- Increase the use of technology in support of digital literacy for students in alignment with the State Standards for Technology.
- Professional Books/Professional Reading
- Funds will be set aside to purchase supplemental materials and supplies to support reading ELA instruction.
- Funds will be set aside to purchase technology and technology programs to support reading ELA instruction.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

2016-2017 Data:

1. 13 students (3%) identified as English Learner
2. 1 student (.002%)identified as Foster Youth
3. 203 students (49%) identified as Free or Reduced Lunch (SED)

Enhanced Services:

1. EL Students will receive integrated English Language instruction
2. Ongoing progress monitoring and progress chats will take place for identified English Learners, Foster Youth and SED identified students.

Tier 2

- Kindergarten students will receive differentiated small-group instruction based on identified needs provided by Teacher and Instructional Assistants.
- First grade students will receive differentiated small-group instruction based on identified needs provided by Instructional Assistants.
- Supplemental Contracts will be provided to certificated and classified staff to lead intervention and/or enrichment groups.
- SSTs will take place for students struggling in ELA.

Tier 3

- SPED identified students will receive direct services from the RSP and AI staff.
- SPED assessments for identified students.

Starr Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Provide substitute release time for Student Success Team Meetings.	$ 1,743.00
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Provide substitute release time for AC strategic planning.	$ 4,648.00
1	1	Title 1 Basic	Instruction	Instr Aide-Supplemental				Provide Supplemental Contracts for classified staff to plan and provide before, during and/or after-school intervention for students not working at grade level and enrichments for students who are working at or above grade level in ELA or Math.	$ 3,616.00
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Purchase technology, interactive technology, desktop and mobile services, web-based applications, software and other resources to support instruction in ELA and math.	$ 20,000.00
1	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Maintenance/Repairs/technology	$ 2,000.00
1	1	LCFF: EL	Instructional Supervision & Administration	Travel				Administration - for opportunities to attend conferences and/or workshops that address specific strategies to assist English Learners in advancing levels and ultimately redesignation.	$ 500.00
1	1	Sup & Conc	Instructional Supervision & Administration	Travel				Administration - opportunities to attend conferences and/or workshops that address strategies to support students reading at grade level and beyond and working at grade level and beyond in math.	$ 1,000.00
								Total	$ 33,507.00

Action # 2

Domain	☑ 1. Academic Performance	☐ 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	36	46	
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	38	48	
3752 - Students scoring maximum on the KAIG in Math	53.6	60	

○ New-Action	⦿ On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

In order to support Starr students increasing at least one grade level or more and working at or above grade level in math, we will implement a comprehensive mathematics program with fidelity to the district core curriculum Tier I and II level intervention and enrichment programs, along with school-wide strategies to improve math fluency.

SMART Goals

1. By June 2018, 46% of students in grades 3 through 6 will meet or exceed grade level math standards as measured by the CAASP.
2. By June 2018, 48% of students in grades 1 through 6 will meet or exceed grade level math standards as measured by Interim/CFA Assessments 1 and 2.
3. By June 2018, 60% of students in kindergarten will score maximum in math as measured by KAIG 4.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

1. Student Achievement/Data Chats
2. District Interim/CFA Math Assessments
3. End of Chapter Math Assessments
4. AC Common Formative Assessments
5. Quarterly KAIG Math Assessments (Kindergarten)
6. BBF/Fluency Data
7. SQII
8. Spring SBAC Assessment
9. Classroom Walkthroughs and Feedback Conversations
10. Sharing/Calibration of Student Work

Owner(s):

1. Principal
2. TSA
3. Teachers/AC Teams
4. ILT

Timeline:

1. Professional Development begins August 14, 2017 and is ongoing.
2. Progress Monitoring is ongoing throughout the year.

Explain the Targeted Actions for Parent Involvement (required by Title I):

1. Teachers will review each student's math levels/scores at the Parent-Teacher Conference in October.
2. Parents will have access to the ATLAS Parent Portal and Edutext. Information will be given to parents at Back to School Night and Parent-Teacher Conferences.
3. Parents of students in grades 2-6 will receive quarterly progress reports.
4. Parents will receive quarterly report cards.
5. Parents will receive assessment reports after each assessment administration.

Describe Related Professional Learning:

1. <u>Learning by Doing</u> by Richard DuFour, Rebecca DuFour, Robert Eaker, Thomas W. Many and Mike Mattos
2. <u>Number Talks, Helping Children Build Mental Math and Computation Strategies</u> by Sherry Parrish
3. <u>Mathematical Mindsets</u> by Jo Boaler
4. <u>Building Classroom Discussions-Academic Conversations</u> by Jeff Zwiers and Marie Crawford
5. Strengthening Instruction around the Eight Mathematical Practices and the Mathematical Instructional Shifts
6. Increasing complex talk and tasks through reading, writing, listening and speaking in complex text
7. On-going district mathematics curricular training
8. Development, Implementation and Analysis of Common Formative Assessments
9. STEM Training
10. Digital Literacy
11. Integration of Technology into daily classroom instruction.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Tier 1

- Instruction will begin with the utilization of FUSD adopted curriculum.
- Teachers will utilize the FUSD Scope and Sequence as well as various curricular toos to align instruction with the Common Core State Standards.
- Substitute release time will be available to AC teams for strategic planning.
- Professional Books/Professional Reading
- Funds will be available to purchase supplemental materials and supplies to support math instruction.
- Funds will be available to purchase technology and technology programs to support math instruction.

Tier 2

- Kindergarten students will receive differentiated small-group instruction based on identified needs provided by Teacher and Instructional Assistants.
- First grade students will receive differentiated small-group instruction based on identified needs provided by Instructional Assistants
- Supplemental Contracts will be available to certificated and classified staff to lead intervention and enrichment groups.
- SSTs will be utilized to support students struggling in mathematics.

Tier 3

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

2016-2017 Data:

1. 13 students (3%) identified as English Learner
2. 1 student (.002%)identified as Foster Youth
3. 203 students (49%) identified as Free or Reduced Lunch (SED)

Enhanced Services:

1. EL Students will receive integrated English Language instruction
2. Ongoing progress monitoring and progress chats will take place for identified English Learners, Foster Youth and SED identified students.

- SPED identified students will receive direct services from the RSP and AI staff.
- SPED assessments for identified students.

Starr Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Provide Supplemental Contracts for certificated staff to plan and provide a before, during and/or after-school intervention in support of students that are not working at grade level and an enrichment in support of students that are working at or above gr	$ 4,736.00
2	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology, interactive technology, desktop and mobile devices, software and other technological resources in support of ELA and Math instruction.	$ 4,199.00
2	1	Sup & Conc	Instruction	Materials & Supplies				Purchase supplemental materials and supplies to support classroom instruction in the areas of ELA and math.	$ 6,000.00
2	1	Sup & Conc	Instruction	Travel				Teachers opportunities to attend conferences and/or workshops that address specific strategies to assist students in reading at grade level and beyond and working at grade level and beyond in math.	$ 1,000.00
2	1	Title 1 Basic	Other Instructional Resources	Books & Other Reference				On-line subscriptions/books	$ 500.00
								Total	$ 16,435.00

Action # 3

Domain	☐ 1. Academic Performance	☑ 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	0	23	

○ New-Action	● On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

English Learner students will attain re-designation.

SMART Goals

By June 2018, 23% (3 out of 13) English Learners will attain re-designation as measured by multiple data points in November, February and June.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
1. ELDA Reports 2. CELDT Reports 3. District Interim/CFA ELA and Math Assessments 4. Disaggregated BAS/DRP by EL subgroup 5. Grades 6. Grade Level Common Formative ELA and Math Assessments 7. EL Goal Setting Report 8. SQII	1. Principal 2. TSA/EL Rep 3. Teachers	1. Professional Development begins August 14, 2017 and is ongoing. 2. Progress Monitoring is ongoing throughout the year.

Explain the Targeted Actions for Parent Involvement (required by Title I):

1. TSA and teachers will review EL Goal Setting Reports, ELDA and CELDT scores with parents and students and provide guidance on how to help students reach English language proficiency.
2. Office Assistant will provide parents of EL students with training on how to help navigate the ATLAS Parent Portal and Edutext.
3. Parents will receive assessment reports after each assessment administration.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):

Describe Related Professional Learning:

1. Teachers will be provided Professional Learning on how to provide integrated instruction with ELD standards.
2. Professional Learning will be provided on effective ELD strategies to increase students CELDT scores.
3. Provide professional learning on the use of the EL Goal Setting Report to identify target students and their instructional needs.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Tier 1

- Instruction will begin with the utilization of FUSD adopted curriculum.
- Teachers will utilize the FUSD Scope and Sequence to align instruction with the Common Core State Standards.
- Provide integrated ELD throughout the day in every lesson/content area.
- EL rep and/or classroom teacher will conduct CELDT chats with EL students.
- Substitute release time will be available to staff conducting CELDT chats.
- Funds will be set aside to purchase supplemental materials and supplies to support instruction of English Learners.
- Funds will be available to purchase technology and technology programs to support English Learner student achievement.

Tier 2

- Supplemental Contracts will be available to certificated staff to lead intervention and/or enrichment groups focusing on English Learners.
- SSTs will be provided for English Learner Students needing extra support

Tier 3

- EL students identified as SPED (RSP/SDC) will receive support from SPED personnel
- SPED assessments for identified students.

2016-2017 Data:

1. 13 students (3%) identified as English Learner
2. 1 student (.002%)identified as Foster Youth
3. 203 students (49%) identified as Free or Reduced Lunch (SED)

Enhanced Services:

1. EL Students will receive integrated English Language instruction
2. Ongoing progress monitoring and progress chats will take place for identified English Learners, Foster Youth and SED identified students.

Starr Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	LCFF: EL	Instruction	Teacher-Substitute Salaries				Provide teachers supplemental contracts to plan and provide a before, during and/or after-school intervention or enrichment in ELA or math for identified English Learners.	$ 1,163.00
3	1	LCFF: EL	Instruction	Materials & Supplies				Purchase supplemental materials and supplies to support integrated EL instruction.	$ 2,790.00
3	1	LCFF: EL	Instruction	Travel				Teachers for opportunities to attend conferences and/or workshops that address specific strategies to assist English Learners in advancing levels and ultimately redesignation.	$ 500.00
								Total	$ 4,453.00

Action # 4

Domain	☐ 1. Academic Performance	☑ 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
843 - Out of school suspension rate	2.18	1	
7133 - Elementary students growth mindset survey results for questions 10-13	66.83	80	
7134 - Elementary students self-efficacy survey results for questions 14-17	69.33	85	

○ New-Action	⦿ On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

In order to maintain a suspension rate of 1% and promote and enhance each students' connection to school, positive behavior and academic achievement, staff will implement a school-wide reward/incentive for positive behavior as well as provide opportunities for Professional Learning and classroom instruction in the SEL competencies, Positive Behavior Support and district programs.

SMART Goals

1. By June 2018, the percentage of out-of-school suspensions will decrease from 2.18 to 1.21 as measured by the ATLAS Weekly Suspension Report.
2. By June 2018, 80% of students will respond favorably to questions around Growth Mindset as measured by the Student Survey.
3. By June 2018, 85% of students will respond favorably to questions around Self Efficacy as measure by the Student Survey.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
1. Use of ATLAS Behavior Reporting 2. ATLAS Behavior Reports 3. Office Referral Data 4. SQII 5. Student Success Team Meetings 6. Supervision/Documentation of Class Meetings 7. Student Surveys 8. Staff Surveys	1. Principal 2. TSA 3. Teachers 4. BLT	1. Professional Development begins August 14, 2017 and is ongoing. 2. Progress Monitoring is ongoing throughout the year.

Explain the Targeted Actions for Parent Involvement (required by Title I):

Describe Related Professional Learning:

1. Parents will be informed of the district adopted social-emotional programs such as Olweus Bullying Prevention, Class Meetings that Matter and Second Step during Back to School Night.
2. SSTs will be provided for students with identified behavioral concerns.
3. Parent Classroom and School Volunteering.

1. <u>Positive Discipline in the Classroom</u> by Jane Nelsen, Lynn Mott and H. Stephen Glenn
2. Monthly professional learning on SEL.
3. CHAMPS
4. Second Step
5. Olweus Bullying Prevention
6. Class Meetings that Matter
7. Morning Meetings
8. Student Jobs/Meaningful Work
9. ATLAS Data implementation and monitoring

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Tier 1

- Weekly Class Meetings
- Second Step
- Olweus Bullying Prevention Program
- Instruction in the 4 SEL Competencies
- Meaningful Work
- Funds will be available to purchase supplemental materials and supplies to support social-emotional learning and school-based social-emotional initiatives and programs.
- Funds will be available to purchase technology and technology programs to support social-emotional learning and school-based social-emotional initiatives and programs.

Tier 2

- Social Skills Instruction for Autism Inclusion Students
- Link up identified at-risk student with a positive peer buddy to facilitate school connectedness.
- SSTs will be provided for at-risk students.
- Level 1 Behavior Plans

Tier 3

- Connect student/families with outside agencies for support.
- District DPI services such as ICET, Suspension/Expulsion procedures
- SPED assessments for identified students.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

2016-2017 Data:

1. 13 students (3%) identified as English Learner
2. 1 student (.002%)identified as Foster Youth
3. 203 students (49%) identified as Free or Reduced Lunch (SED)

Enhanced Services:

1. EL Students will receive integrated English Language instruction
2. Ongoing progress monitoring and progress chats will take place for identified English Learners, Foster Youth and SED identified students.

Starr Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	2	Sup & Conc	Instruction	Materials & Supplies				Purchase supplemental materials and supplies to support classroom instruction, enhance connection to school and positive behavior supports as well as to support increased attendance through incentives and rewards.	$ 6,000.00
								Total	$ 6,000.00

Action # 5

Domain	☐ 1. Academic Performance	☑ 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
5942 - Chronic absenteeism rate	10.1	7.38	
48 - Attendance rate	95.58	97	
4849 - Truancy rate	13.56	10	

○ New-Action	◉ On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

In an effort to decrease the percentage of students identified with chronic absenteeism, the principal will work to hold parents accountable and strengthen communication and parent involvement. Staff will work to implement a positive attendance incentive program.

SMART Goals

1. By June 2018, the number and percentage of students identified as chronically absent will decrease from 41 out of 406 (10.1%) to 30 out of 406 (7.38%) as measured by the ATLAS Attendance Report.
2. By June 2018, Starr will have an attendance rate of 97% as measured by the ATLAS Attendance Report and SQII.
3. By June 2018, the truancy rate of Starr students will decline from 13.56% to 10% as measured by SQII.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
1. ATLAS Attendance/Tardy Reports 2. Principal Attendance Meetings 3. Early Release Informal Data Collection 4. SQII Data 5. Weekly TSA/Student Attendance Chats with Tier 2 and Tier 3 students.	1. Principal 2. TSA 3. Office Assistant 4. Teachers 5. BLT	1. Professional Development begins August 14, 2017 and is ongoing. 2. Progress Monitoring is ongoing throughout the year.

Explain the Targeted Actions for Parent Involvement (required by Title I):

1. Parents will learn about school and district attendance procedures at Back to School Night.
2. Parents will attend attendance meetings led by administration.
3. The Office Assistant will make home contact to families of students who are chronically absent to

Describe Related Professional Learning:

1. Implementation of School Messenger
2. Implementation of attendance meetings
3. Implementation of reverse tardies.

      encourage improved attendance.

4. Parents will be educated as to the implementation of reverse tardies.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Tier 1

- Incentives will be provided to students with positive attendance/tardy rates as determined by the Behavioral Leadership Team.
- Incentives and recognition will be given to students and families with improved attendance and tardy rates.
- Funds will be available to purchase materials and supplies to support improved attendance.

Tier 2

- Principal Attendance Chats for parents of students identified as chronically absent
- Link identified student with a peer buddy or peer mentor to facilitate school connectedness.

Tier 3

- Instensive Case Management supports with outside agencies
- District intervention/SARB

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

2016-2017 Data:

1. 13 students (3%) identified as English Learner
2. 1 student (.002%)identified as Foster Youth
3. 203 students (49%) identified as Free or Reduced Lunch (SED)

Enhanced Services:

1. EL Students will receive integrated English Language instruction
2. Ongoing progress monitoring and progress chats will take place for identified English Learners, Foster Youth and SED identified students.

Starr Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	2	Sup & Conc	Instruction	Instr Aide-Supplemental				Provide supplemental contracts to classified staff to implement and lead the social-emotional and culture climate programs and initiatives to support school connectedness and increased attendance.	$ 2,411.00
5	1	Title 1 Basic	Parent Participation	Direct-Graphics (Dr)				Parent communication & involvement	$ 335.00
5	2	Sup & Conc	Instruction	Direct-Graphics (Dr)				Funds will be set aside to purchase supplemental materials and supplies provided by the district graphics office.	$ 1,484.00
								Total	$ 4,230.00

Action # 6

Domain	☐ 1. Academic Performance	☑ 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
2080 - Students engaged in a goal 2 activity	57.52	66.7	

○ New-Action	◉ On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

In order to increase in the number and percentage of ALL students engaged in a Goal 2 activity and to promote and enhance students' connection to school, positive behavior and academic achievement, the school will provide students with various before, during and/or after school extracurricular sports, clubs and learning opportunities that support GOAL 2 engagement.

SMART Goals

By June 2018, the number and percentage of students engaged in a GOAL 2 activity will increase from 237 (57.52%) to 275 (66.7%) as measured by the ATLAS Engagement Tool.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
1. SQII Goal 2 Data 2. ATLAS Engagement Reports 3. ATLAS Attendance Reports 4. ATLAS Behavior Reports 5. Student Culture and Climate Surveys	1. Principal 2. TSA 3. Teachers 4. BLT	1. Professional Development Opportunities begin August 14, 2017 and will be ongoing throughout the year. 2. Progress Monitoring is ongoing throughout the school year.

Explain the Targeted Actions for Parent Involvement (required by Title I):

1. Parents will be made aware of the various Goal 2 activities open to students.
2. School Messenger and PTA newsletters will be provided to inform parents of the various Goal 2 opportunities.
3. Parents will be encouraged to volunteer in the classroom and with various school functions.
4. Parents will be encouraged to join PTA and involve themselves in the different forms of school governance.

Describe Related Professional Learning:

1. Inclusion strategies
2. Peer Model Instruction for Augmentative Alternative Communication (AAC).
3. Student Jobs/Meaningful Work

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Tier 1

- The school will provide students in grades 4-6 with extended learning opportunities through an enrichment/elective wheel program.
- Students in grades 1-6 will have the opportunity to join the Kind Kids Club.
- All students will have the opportunity to attend any Extended Learning/After School Programs offered.
- All students will have the opportunity to participate in any Extra-Curricular Sport or Club.
- Funds will be available to purchase supplemental materials and supplies to support each elective and extended learning/after school/extra-curricular program and clubs.
- Funds will be available to purchase technology and technology programs to support various GOAL 2 clubs and programs.
- Supplemental Contracts will be provided to staff to plan, prepare, lead and monitor clubs and programs to support school culture and student connectedness.
- Substitute release time will be provided to staff to plan, prepare, lead and monitor clubs and programs to support school culture and student connectedness.

Tier 2

- General Ed and Special Ed students will have the opportunity to participate in the "Starr is a Great Place to Be"-Peer Modeled Instructional program for AAC Communication.

Tier 3

2016-2017 Data:

1. 13 students (3%) identified as English Learner
2. 1 student (.002%)identified as Foster Youth
3. 203 students (49%) identified as Free or Reduced Lunch (SED)

Enhanced Services:

1. EL Students will receive integrated English Language instruction
2. Ongoing progress monitoring and progress chats will take place for identified English Learners, Foster Youth and SED identified students.

Starr Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	2	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Provide supplemental contracts to certificated staff to implement and lead the social-emotional and culture climate programs and initiatives to support school connectedness and increased attendance.	$ 3,552.00
6	2	Sup & Conc	Instruction	Non Capitalized Equipment				Purchase technology, interactive technology, desktop and mobile devices, web-based applications, software to support the social-emotional programs and initiatives as well as to support improved attendance.	$ 9,500.00
6	2	Sup & Conc	Other Instructional Resources	Books & Other Reference				on-line subscriptions and other resources	$ 500.00
6	2	Title 1 Basic	Parent Participation	Materials & Supplies				Parent Participation - No FOOD, NO INCENTIVES	$ 301.00
								Total	$ 13,853.00

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0422 Starr Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Ins Aide-Sup			Provide Supplemental Contracts for classified staff to plan and provide before, during and/or after-school intervention for students not working at grade level and enrichments for students who are working at or above grade level in ELA or Math.	3,616.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Provide substitute release time for Student Success Team Meetings.	1,743.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Provide substitute release time for AC strategic planning.	4,648.00
1	1	Sup & Conc	Instruction	Nc-Equipment			: Purchase technology, interactive technology, desktop and mobile services, web-based applications, software and other resources to support instruction in ELA and math.	20,000.00
1	1	Sup & Conc	Instruction	Direct-Maint			: Maintenance/Repairs/technology	2,000.00
1	1	Sup & Conc	Instructional Supervision & Admir	Travel			: Administration - opportunities to attend conferences and/or workshops that address strategies to support students reading at grade level and beyond and working at grade level and beyond in math.	1,000.00
1	1	LCFF: EL	Instructional Supervision & Admir	Travel			: Administration - for opportunities to attend conferences and/or workshops that address specific strategies to assist English Learners in advancing levels and ultimately redesignation.	500.00
2	1	Title 1 Basic	Instruction	Teacher-Supp			Provide Supplemental Contracts for certificated staff to plan and provide a before, during and/or after-school intervention in support of students that are not working at grade level and an enrichment in support of students that are working at or above grade level in ELA or Math	4,736.00
2	1	Title 1 Basic	Instruction	Nc-Equipment			: Technology, interactive technology, desktop and mobile devices, software and other technological resources in support of ELA and Math instruction.	4,199.00
2	1	Title 1 Basic	Other Instructional Resources	Bks & Ref			: On-line subscriptions/books	500.00
2	1	Sup & Conc	Instruction	Mat & Supp			: Purchase supplemental materials and supplies to support classroom instruction in the areas of ELA and math.	6,000.00
2	1	Sup & Conc	Instruction	Travel			: Teachers opportunities to attend conferences and/or workshops that address specific strategies to assist students in reading at grade level and beyond and working at grade level and beyond in math.	1,000.00
3	1	LCFF: EL	Instruction	Teacher-Subs			Provide teachers supplemental contracts to plan and provide a before, during and/or after-school intervention or enrichment in ELA or math for identified English Learners.	1,163.00
3	1	LCFF: EL	Instruction	Mat & Supp			: Purchase supplemental materials and supplies to support integrated EL instruction.	2,790.00
3	1	LCFF: EL	Instruction	Travel			: Teachers for opportunities to attend conferences and/or workshops that address specific strategies to assist English Learners in advancing levels and ultimately redesignation.	500.00
4	2	Sup & Conc	Instruction	Mat & Supp			: Purchase supplemental materials and supplies to support classroom instruction, enhance connection to school and positive behavior supports as well as to support increased attendance through incentives and rewards.	6,000.00
5	1	Title 1 Basic	Parent Participation	Direct-Graph			: Parent communication & involvement	335.00

5	2	Sup & Conc	Instruction	Ins Aide-Sup	Provide supplemental contracts to classified staff to implement and lead the social-emotional and culture climate programs and initiatives to support school connectedness and increased attendance.	2,411.00
5	2	Sup & Conc	Instruction	Direct-Graph	: Funds will be set aside to purchase supplemental materials and supplies provided by the district graphics office.	1,484.00
6	2	Title 1 Basic	Parent Participation	Mat & Supp	: Parent Participation - No FOOD, NO INCENTIVES	301.00
6	2	Sup & Conc	Instruction	Teacher-Supp	Provide supplemental contracts to certificated staff to implement and lead the social-emotional and culture climate programs and initiatives to support school connectedness and increased attendance.	3,552.00
6	2	Sup & Conc	Instruction	Nc-Equipment	: Purchase technology, interactive technology, desktop and mobile devices, web-based applications, software to support the social-emotional programs and initiatives as well as to support improved attendance.	9,500.00
6	2	Sup & Conc	Other Instructional Resources	Bks & Ref	: on-line subscriptions and other resources	500.00

$78,478.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$13,687.00
Sup & Conc	7090	$59,838.00
LCFF: EL	7091	$4,953.00
Grand Total		**$78,478.00**

Domain Totals	Budget Totals
Academic	$54,730.00
SEL / Culture & Climate	$23,748.00
Grand Total	**$78,478.00**

04/10/2017