

**Starr Elementary**

10621666088934

Principal's Name: Charles Reynolds

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

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<b>District Goals</b>	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing 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 Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
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**



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

**School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Charles Reynolds</b>	X				
2. <b>Chairperson – Ann Lewis</b>		X			
3. <b>Lucinda Baucher</b>		X			
4. <b>Amy Bright</b>				X	
5. <b>Catherine Flores</b>				X	
6. <b>Audrey Garcia</b>			X		
7. <b>Gabriela Martinez</b>				X	
8. <b>Paul Miller</b>					
9. <b>Julie Rodriguez</b>		X		X	
10. <b>Tjesca Sorenson</b>					
11.					
12.					
13.					
14.					
15.					

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

**Required Signatures**

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Charles Reynolds		March 11, 2020
SSC Chairperson	Ann Lewis		March 11, 2020

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2020/21

Starr - 0422

**ON-SITE ALLOCATION**

3010	Title I	\$19,740
7090	LCFF Supplemental & Concentration	\$77,939
7091	LCFF for English Learners	\$3,048
<b>TOTAL 2020/21 ON-SITE ALLOCATION</b>		<b>\$100,727</b>

\* These are the total funds provided through the Consolidated Application

\* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$630
Remaining Title I funds are at the discretion of the School Site Council	\$19,110
Total Title I Allocation	\$19,740

## Starr Elementary 2020-2021 - School Plan for Student Achievement (SPSA)

### Goal 1 - All Students will excel in reading, writing and math

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	57.224 %	55.238 %	2018-2019	62.238 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	49.152 %	56.667 %	2018-2019	63.667 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

#### SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Teachers utilized Wonders and the FUSD scope and sequence and pacing guides to anchor the identification and teaching of the essential ELA standards. Professional Learning Communities continued to strengthen their work around aligning their common formative assessments to the essential standards. Teachers in grades 3-6 utilized CAASP Interim Assessment Blocks and Focused Interim Assessment Blocks as a CFA. Standards Mastery was introduced to teachers in grades 2-6 as another tool to align CFAs with instruction and assessments. Tier 2 supports were provided for students that needed extra support through small group instruction and after-school tutoring. The 2019-2020 English Language Arts proficiency goal is 62.5%. Based on the iReady score of 40.25% scoring at the Standard Level, we are not on target to meet our ELA SBAC goal. However, this is the first year of implementation for i-Ready and we have not been given a correlation to SBAC.

#### SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Teachers utilized Go Math and the FUSD scope and sequence and pacing guides to anchor the identification and teaching of the essential math standards. Professional Learning Communities continued to strengthen their work around aligning their common formative assessments to the essential standards. Teachers in grades 3-6 utilized CAASP Interim Assessment Blocks and Focused Interim Assessment Blocks as a CFA. Standards Mastery was introduced to teachers in grades 2-6 as another tool to align CFAs with instruction and assessments. Tier 2 supports were provided for students that needed extra support through small group instruction from teachers and the California Teaching Fellow. Teachers were able to provide an after-

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

#### SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

1. Despite the number of students that leave Starr and attend magnet schools in grades 5 and 6, the overall percentage of students meeting and/or exceeding standards on all assessments has shown a steady increase.
2. Our Students with Disabilities showed a decrease in ELA proficiency from 38.5% to 29.4%. According to the 2018-2019 CA Dashboard, Students with Disabilities showed no change in the distance from the standard, being 47.1 points below. Based on the students disabilities, in particular, Autism, reading comprehension is a difficult concept and standard to master.
3. Our Hispanic students have made growth in ELA proficiency, from 45.8% to 46.5%. According to the 2018-2019 CA Dashboard, our Hispanic students showed an increase in the distance from the standard of 8.5 points, being 16.3 points below.
4. Our White students showed a large increase in ELA proficiency from 57.1% to 73.1%. According to the 2018-2019 CA Dashboard, our White students showed an increase in the distance from the standard of 15.8 points, being 33.5 points above standard.
5. Our Socioeconomically Disadvantaged students showed an increase in ELA proficiency, from 33.0% to 42.2%. According to the 2018-2019 CA Dashboard, our Socioeconomically Disadvantaged students showed an increase in the distance from the standard of 5.1 points, being 26.8 points below standard.

#### SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

school intervention for identified students as well. The 2019-2020 math proficiency goal is 63.9%. Based on the iReady score of 31.5% scoring at the Standard Level, we are not on target to meet our SBAC math goal. However, this is the first year of implementation for i-Ready and we have not been given a correlation to SBAC.

1. Despite the number of students that leave Starr and attend magnet schools in grades 5 and 6, the overall percentage of students meeting and/or exceeding standards on all assessments has shown an increase each year.
2. Students with Disabilities have shown an 7.5% growth in students meeting and exceeding standards in math, from 30.8% to 38.2%. According to the 2018-2019 CA Dashboard, Students with Disabilities showed a 13.1 point increase in the distance from the standard, being 35.2 points below.
3. Our Hispanic students showed an increase in math proficiency, from 36.7% to 46.5%. According to the 2018-2019 CA Dashboard, our Hispanic students showed an increase in the distance from the standard of 20.6 points, being 22.4 points below.
4. Our White students showed a great increase in math proficiency, from 54.8% to 78.2%. According to the 2018-2019 CA Dashboard, our White students showed an increase in the distance from the standard of 30.5 points, being 33.2 points above standard.
5. Our Socioeconomically Disadvantaged students showed an increase in math proficiency, from 23.4% to 38.9%. According to the 2018-2019 CA Dashboard, our Socioeconomically Disadvantaged students showed an increase in the distance from the standard of 13.1 points, being 35.2 points below standard.

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

1. Certificated Supplemental Salaries-Only three teachers were paid out of categorical funds to plan for and implement a before or after school intervention for identified students. More funds were used from the After-School Library Program to implement any before or after-school intervention programs for identified students.
2. Planning Days-Each Professional Learning Community Team were given the opportunity to take one day per quarter as a planning day. Only two levels took advantage of this action, using one of the days allotted.
3. Materials and Supplies-Materials and supplies were purchased as needed on a teacher by teacher basis.
4. Graphics-Graphics was utilized to create materials that support ELA and math instruction. We will continue to utilize this resource.
5. Based on Fresno Unified's continued commitment to providing technology for school sites, limited site funds were used in purchasing technology.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

1. Funds will continue to be made available for certificated staff to plan for and implement for identified students. We will use of the After-School Library Program funds will be accessed first.
2. Funds will be allocated in order for Professional Learning Teams to plan before the beginning of the school year, as well as 1 day per quarter. However, with Starr becoming a Designated school for the 2020-2021 school year, more time to work with PLC teams maybe a factor in not needing all of the days.
3. California Teaching Fellow worked with identified students in grades 3, 5 and 6 in the area of mathematics. Staff expressed an interest in acquiring another CTF to work with identified students in ELA.

**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

2 ELAC:

3 Staff:



School Site Council members agreed with the staff recommendations.

N/A

1. Continue to allocate funds for certificated staff to implement before and/or after school interventions, but utilizing the After School Library Program funds first.
2. Increase the number of California Teaching Fellows to 2 or more.
3. Certificated Staff showed an interest in the opportunity to attend conferences that support ELA and mathematics instruction.
4. English Learner Conferences for teachers
5. Interventions for EL students in ELA and math.

## Action 1

**Title:** ELA Achievement

### Action Details:

In order to support Starr students increasing a minimum of one grade level or more and working at or above grade level, we will implement a comprehensive reading program, beginning with fidelity to the district core curriculum and a three-tiered level of support. We will ensure that all students receive necessary interventions within our school, and continually strengthen and improve literacy instruction at each level of intervention, in order to ensure that students make continuous progress and are able to demonstrate mastery of standards.

**Reasoning for using this action:**



Strong Evidence



Moderate Evidence



Promising Evidence

### Explain the Progress Monitoring and data used for this Action

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

1. Daily Progress Monitoring/Checking for Understanding
2. PLC Common Formative Data
3. iReady Assessment Data
4. IAB and FIAB Assessment Data (grades 3-6)
5. Wonders Weekly Assessments
6. BAS Data (Kindergarten and First Grade)
7. SBAC Data
8. Student Achievement Conferences
9. Classroom Walkthroughs and Feedback Conversations

#### Owner(s):

1. Teachers/Admin
2. Teachers/Principal
3. ILT/PLCs/Admin
4. Teachers
5. Teachers
6. Kindergarten and First Grade Teachers
7. ILT/PLC/Admin
8. Teachers/Admin
9. Admin/Teachers

#### Timeline:

1. Ongoing
2. After each CFA
3. August, November, March
4. After each major standard taught
5. Weekly
6. Quarterly
7. June 2021
8. Ongoing (After each CFA and Interim)
9. Ongoing

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

#### Tier 1

- English Language Arts instruction will begin with the utilization of the Fresno Unified School District adopted curriculum.
- Teachers will utilize the Fresno Unified School District Scope and Sequence to align English Language Arts instruction with the Common Core State Standards and assessments.
- Substitute release time will be available to Professional Learning Community teams for strategic planning in English Language Arts.
- Supplemental contracts will be provided to classified staff to participate in training and meetings to support academic achievement.

- Funds will be set aside to purchase technology and technology programs to support English Language Arts instruction.
- Funds will be available for maintenance/repairs to technology.
- Funds will be set aside to purchase supplemental materials and supplies to support English Language Arts instruction.
- Conferences and/or professional development opportunities will be made available to staff. Funds will be set aside to purchase professional books.

#### Tier 2

- Kindergarten students will receive differentiated small-group instruction in English Language Arts based on identified needs provided by teacher and instructional assistants.
- First grade students will receive differentiated small-group instruction in English Language Arts based on identified needs provided by instructional assistants.
- Supplemental Contracts will be provided to certificated and classified staff to lead English Language Arts before or after-school intervention and/or enrichment groups.
- Teaching Fellow(s) to provide English Language Arts interventions for identified students at identified grade levels.
- Student Success Team meetings will take place for students struggling in English Language Arts.

#### Tier 3

- Special Education identified students will receive direct services from the Resource Specialist Program and Autism Inclusion staff.
- Special Education assessments for identified students.

#### Specify enhanced services for EL students:

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- English Learner Students will receive integrated English Language instruction throughout the day in their classrooms. It will be taught through all content areas with language to support students. ELD standards will be infused with the content standards.
- Teachers will provide 30 minutes of Designated ELD instruction, utilizing the ELD standards.
- Ongoing progress monitoring and progress chats will take place for identified English Learners.
- Teachers will be provided supplemental contracts to support English Language acquisition for identified English Learners.
- Certificated and classified staff will be provided supplemental contracts to plan for and implement a before and/or after school intervention/enrichment program.

#### Explain the actions for Parent Involvement (required by Title I):

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- Teachers will review each student's reading levels/scores at the Parent-Teacher Conference in October.
- 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.
- Parents of students in grades 2-6 will receive quarterly progress reports.
- Parents will receive quarterly report cards.
- Parents will receive assessment reports after each assessment administration.
- Provide bilingual resources/supports to parents of EL students.
- Parent University Workshops
- Title 1 Funds will be set aside for Parent Involvement.

#### Specify enhanced services for low-performing student groups:

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- Our Students with Disabilities subgroup did not meet the 17-18 SBAC proficiency goal and are not on track to meet the 18-19 SBAC goal of 54.5% proficiency based on the Interim 2 score of 34.8% meeting and exceeding standards.
- Paraprofessionals will be utilized for students in the Autism inclusion and RSP program in the areas of organization, comprehension, work and study skills and positive reinforcement as well as general academics.
- The Autism Inclusion Specialist will work with identified students in the areas of social skills, managing feelings, peer relationships and academics.
- Our Hispanic subgroup did not meet the 18-19 SBAC proficiency goal and are not on track to meet the 19-20 SBAC goal of 54.5% proficiency based on the Interim 2 score of 51.8% meeting and exceeding standards.
- Our White subgroup met the 18-19 SBAC proficiency goal and are on track to meet the 19-20 SBAC goal of 54.5% proficiency based on the Interim 2 score of 69.2% meeting and exceeding standards.

#### Describe Professional Learning related to this action:

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- District and site ELA professional learning
- Continued development, implementation and analysis of Common Formative Assessments
- Digital Literacy
- Blended Learning
- Integration of technology into daily classroom instruction
- Conference attendance and travel for Certificated, Classified and Administration
- Book studies

## Action 2

**Title:** Mathematics Achievement

#### Action Details:

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In order to support Starr students increasing a minimum of one grade level or more and working at or above grade level, we will implement a comprehensive mathematics program, beginning with fidelity to the district core curriculum and a three-tiered level of support. We will ensure that all students receive necessary interventions within our school, and continually improve mathematics instruction at each level of intervention, in order to ensure that students make continuous progress and are able to demonstrate mastery of standards.

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

**Explain the Progress Monitoring and data used for this Action**

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

**Owner(s):**

**Timeline:**

1. Daily Progress Monitoring/Checking for Understanding
2. PLC Common Formative Data
3. iReady Assessment Data
4. IAB and FIAB Assessment Data (grades 3-6)
5. Go Math Chapter Assessments
6. BAS Data (Kindergarten and First Grade)
7. SBAC Data
8. Student Achievement Conferences
9. Classroom Walkthroughs and Feedback Conversations

1. Teachers/Admin
2. Teachers/Principal
3. ILT/PLCs/Admin
4. Teachers
5. Teachers
6. Kindergarten and First Grade Teachers
7. ILT/PLC/Admin
8. Teachers/Admin
9. Admin/Teachers

1. Ongoing
2. After each CFA
3. August, November, March
4. After each major standard taught
5. Weekly
6. Quarterly
7. June 2021
8. Ongoing (After each CFA and Interim)
9. Ongoing

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

In order to support all students, including our significant subgroups and addressing disproportionality, a tiered level of support will be in place, including the following:

**Tier 1**

- Mathematics instruction will begin with the utilization of Fresno Unified School District adopted curriculum. Teachers will utilize the Fresno Unified School District Scope and Sequence to align mathematics instruction with the Common Core State Standards and assessments.
- Use of Achieve the Core Guidance Documents for grades K-5 to strategically plan lessons that address the rigor of the standard and support mastery.
- Substitute release time will be available to Professional Learning Community teams for strategic planning in mathematics.
- Supplemental contracts will be provided to classified staff to participate in training and meetings to support academic achievement.
- Funds will be set aside to purchase technology and technology programs to support mathematics instruction.
- Funds will be available for maintenance/repairs to technology.
- Conferences and professional development opportunities will be made available to staff in support of mathematics instruction.
- Funds will be set aside to purchase supplemental materials and supplies to support mathematics instruction. Funds will be set aside to purchase professional books.

**Tier 2**

- Kindergarten students will receive differentiated small-group instruction in mathematics based on identified needs provided by teacher and instructional assistants.
- First grade students will receive differentiated small-group instruction in mathematics based on identified needs provided by instructional assistants.
- Supplemental contracts will be provided to certificated and classified staff to lead mathematics intervention and/or enrichment groups.
- Teaching Fellow(s) to provide mathematics interventions for identified students at identified grade levels.
- Student Success Team meetings will take place for students struggling in mathematics.

**Tier 3**

- Special Education identified students will receive direct services from the Resource Specialist Program and Autism Inclusion staff.
- Special Education assessments for identified students.

**Specify enhanced services for EL students:**

**Specify enhanced services for low-performing student groups:**

- English Learner Students will receive integrated English Language instruction throughout the day in their classrooms. It will be taught through all content areas with language to support students. ELD standards will be infused with the content standards.
- Teachers will provide 30 minutes of Designated ELD instruction, utilizing the ELD standards.
- Ongoing progress monitoring and progress chats will take place for identified English Learners.
- Teachers will be provided supplemental contracts to support English Language acquisition for identified English Learners.
- Certificated and classified staff will be provided supplemental contracts to plan for and implement a before and/or after school intervention/enrichment program.

**Explain the actions for Parent Involvement (required by Title I):**

- Teachers will review each student's math levels/scores at the Parent-Teacher Conference in October.
- 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.
- Parents of students in grades 2-6 will receive quarterly progress reports.
- Parents will receive quarterly report cards.
- Parents will receive assessment reports after each assessment administration.
- Provide bilingual resources/supports to parents of EL students.
- Parent University Workshops

- Our Students with Disabilities subgroup did not meet the 18-19 SBAC proficiency goal and are not on track to meet the 19-20 SBAC goal of 51.6% proficiency based on the Interim 2 score of 35.4% meeting and exceeding standards.
- Paraprofessionals will be utilized for students in the Autism inclusion and RSP program in the areas of organization, conceptual understanding, problem solving, work and study skills and positive reinforcement as well as general academics.
- The Autism Inclusion Specialist will work with identified students in the areas of social skills, managing feelings, peer relationships and academics.
- Our Hispanic subgroup did not meet the 18-19 SBAC proficiency goal and are not on track to meet the 19-20 SBAC goal of 51.6% proficiency based on the Interim 2 score of 49.1% meeting and exceeding standards.
- Our White subgroup met the 18-19 SBAC proficiency goal and are on track to meet the 19-20 SBAC goal of 51.6% proficiency based on the Interim 2 score of 68.9% meeting and exceeding standards.

**Describe Professional Learning related to this action:**

- District and site mathematics Professional Learning
- Continued development, implementation and analysis of Common Formative Assessments.
- Digital Literacy
- Blended Learning
- Integration of technology into daily classroom instruction
- Conference attendance and travel for Certificated, Classified and Administrative staff
- STEM training
- Book studies

### Action 3

**Title:** English Learners Redesignation

**Action Details:**

Based on the California School Dashboard analysis of ELPAC scores, 56.3% of our English learners are at a Level 4, or "Well Developed", while 37.5% of our English learners are at a Level 3, "Moderately Developed". Only one student is currently at a Level 1, "Beginning Stage". In order to facilitate English Learner growth and redesignation, we will provide a comprehensive program to serve English Learners in all stages of language acquisition and academic development utilizing the English Language Development standards and the English Language Arts/English Language Development Framework, with an emphasis on increasing redesignation and proficiency levels on ELPAC and regular common formative assessments. Starr School will implement school-wide literacy strategies across all classes with a focus on English Language Arts, math, social studies and science. Supports will also be implemented to intervene when students struggle as well as to deepen and extend learning. Action

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

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

1. ELPAC Reports
2. District Interim/CFA ELA and Math Assessments by subgroup
3. Dis-aggregated BAS by EL subgroup
4. Student Grades
5. Grade Level Common Formative ELA and Math Assessments
6. EL Goal Setting Report

Owner(s):

1. EL Rep/Admin/Teachers
2. EL Rep/Admin/Teachers
3. EL Rep/Admin/Teachers
4. Teachers/Students
5. ILT/Teachers/Admin
6. Teachers/Students

Timeline:

1. June 2021
2. Ongoing (After each CFA and Interim)
3. Fall 2020 and Spring 2021
4. Ongoing
5. Ongoing (After each CFA and Interim)
6. August 2020 and after each Interim

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

**Tier 1**

1. Instruction will begin with the utilization of Fresno Unified School District adopted curriculum.
2. Teachers will utilize the Fresno Unified School District Scope and Sequence to align instruction with the Common Core State English Learner Standards.
3. Provide integrated English Language Development throughout the day in every lesson/content area.
4. English Learner rep and/or classroom teacher will conduct English Learner Progress Chats with students.
5. Substitute release time will be available to staff conducting English Learner Progress Chats.
6. Conferences and professional development opportunities will be made available to staff.
7. Funds will be set aside to purchase supplemental materials and supplies to support instruction of English Learners. Funds will be available to purchase technology and technology programs to support English Learner student achievement.
8. Funds will be made available for maintenance/repair of technology.

**Tier 2**

1. Supplemental contracts will be available to certificated staff to lead intervention and/or enrichment groups in all academic areas, focusing on English Learners.
2. SSTs will be provided for English Learner Students needing extra support

**Tier 3**

1. English Learner students identified as Special Education will receive support from identified personnel. Special Education assessments for identified students.

Specify enhanced services for EL students:

- English Learner Students will receive integrated English Language instruction throughout the day in their classrooms. It will be taught through all content areas with language to support students. ELD standards will be infused with the content standards.
- Teachers will provide 30 minutes of Designated ELD instruction, utilizing the ELD standards.
- Ongoing progress monitoring and progress chats will take place for identified English Learners
- ELPAC Assessors will be available during the assessment window

Specify enhanced services for low-performing student groups:

- Supplemental Contracts will be available to certificated staff to lead intervention and/or enrichment groups focusing on English Learners.

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

- TSA and teachers will review EL Goal Setting Reports and ELPAC scores with parents and students and provide guidance on how to help students reach English language proficiency.
- Office Assistant will provide parents of EL students with training on how to help navigate the ATLAS Parent Portal and Edutext.
- Parents will receive assessment reports after each assessment administration.
- Provide bilingual resources/supports to parents of EL students.
- Parent University Workshops

Describe Professional Learning related to this action:

- Teachers will be provided Professional Learning on how to provide integrated instruction with ELD standards.
- Professional Learning will be provided on effective ELD strategies to increase student assessment scores.
- Provide professional learning on the use of the EL Goal Setting Report to identify targeted students and their instructional needs.
- Blended Learning
- Conference attendance and travel for Certificated, Classified and Administrative staff

## 2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0422 Starr Elementary (Locked)

### G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Provide substitute release time to attend SST meetings.	2,377.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Provide supplemental contracts to teachers to plan and deliver a before or after school intervention and/or enrichment for identified students in ELA and/or mathematics.	3,661.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Purchase professional books to support instruction in ELA and mathematics.	500.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Purchase materials to support classroom instruction in ELA and mathematics. No Food, No Incentives.	1,000.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Purchase technology and technology based programs to support instruction and parent communication.	3,000.00
G1A1	Title 1 Basic	Instruction	Copier Maint			: Copier maintenance	1,102.00
G1A1	Title 1 Basic	Instruction	Direct-Maint			: Provide funds for maintenance and repairs to technology.	1,500.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			: Provide materials and supplies to support ELA and mathematics instruction. No Food, No Incentives.	3,000.00
G1A1	Title 1 Basic	Parent Participation	Direct-Graph			: Purchase materials from the FUSD Graphics department to support parent participation and classroom instruction.	2,000.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Provide supplemental contracts to provide support to students in ELA and math.	18,959.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Purchase supplemental materials to support ELA and mathematics instruction.	700.00
G1A1	Sup & Conc	Instruction	Travel			: Provide opportunities for staff to attend conferences to support ELA and mathematics instruction.	2,206.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Provide support for identified students in ELA and mathematics.	7,300.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Purchase supplemental materials to support EL redesignation.	2,548.00
G1A3	LCFF: EL	Instruction	Direct-Other			: Provide ELPAC assessors.	500.00

**\$50,353.00**

**Goal 2 - All Students will engage in arts, activities, and athletic**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	45.983 %	31.043 %	2018-2019	38.043 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

**Goal 2 Participation Rate**

Students participated in a variety of purposeful engagement activities in order to foster a stronger sense of belonging to Starr school. All students in grades 5-6 were enrolled in the elective wheel, consisting of a variety of art, athletic and academic based experiences. Clubs, such as the Kind Kids and Good News were offered on a weekly basis for all students in grades K-6. Student jobs, enrichment trips and rallies/assemblies were also provided to students throughout the school year. Currently, we have 85.7% of students participating in one or more engagement experiences, far surpassing the goal of 45.983% participation.

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

**Goal 2 Participation Rate**

1. For our SPED students, specifically those in SDC classes, there was a lack of extra support for students to attend an after-school Goal 2 activity.
2. Only 28.6 of students identified as SPED participated in a Goal 2 activity. The majority of those students were in grades 4-6.
3. In 2018-2019, only 77% of students in grades 4-6 responded favorably to feeling that they are a part of Starr School. Only 65% of SPED students responded favorably and only 77% of Hispanic students responded favorably.

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

1. Few clubs in place. Only The Kind Kids Club and the Good News Club.
2. Goal 2 funds from Fresno Unified were utilized prior to spending categorical funds.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

1. Continue to offer the elective wheel to fifth-sixth grades with an emphasis on making sure students in our SDC 5-6 have an opportunity to participate in an elective.
2. Continue to make all Goal 2 activities include all students, grades K-6, with an emphasis on SDC students.
3. Continue to utilize Goal 2 funds prior to spending categorical funds, as funds permit.
4. Identify and develop various clubs for students to join in order to enhance a feeling of connectedness.

**Step 4: Stakeholder 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.

<b>1</b> SSC:	<b>2</b> ELAC:	<b>3</b> Staff:
School Site Council members agreed with the staff recommendations.	N/A	<ol style="list-style-type: none"> <li>1. Continue to support Electives in grades 5-6.</li> <li>2. Possible school-wide music program for students in grades 5 and 6.</li> <li>3. Continue to allocate funds for electives and Goal 2 activities.</li> </ol>

**Action 1**

**Title:** School Connectedness

**Action Details:**

In order to increase Goal 2 participation throughout the year, students will be given opportunities to engage in clubs, athletic teams, co-curricular activities, visual and performing arts activities and class sponsored activities. Starr will provide an inclusive school climate, focused on building relationships among all stakeholders. Relationship building will be supported through a program of celebration of successes, increased efforts to engage parents, and building in time and resources to enhance staff-student and student-student relationships. We will engage in a cycle of continuous improvement, collecting and analyzing data, identifying priorities for improvement, and revising and implementing new programs to support goals.

**Reasoning for using this action:**     Strong Evidence                       Moderate Evidence                       Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

**Owner(s):**

**Timeline:**

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

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

1. Ongoing/Quarterly
2. Spring 2021
3. Spring 2021
4. Spring 2021

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

**Tier 1**

- The school will provide students in grades 5-6 with extended learning opportunities through an enrichment/elective wheel program.
- All students will have the opportunity to participate in any extra-curricular sport or club.
- Funds will be available to purchase supplemental materials and supplies to support each Goal 2 and elective experience.
- Funds will be available to purchase technology and technology programs to support various Goal 2 and elective experiences.
- Supplemental contracts will be provided to staff to plan, prepare, lead and monitor their Goal 2 and elective experience.
- Substitute release time will be provided to staff to plan, prepare, lead and monitor their each Goal 2 and elective experience.
- Conferences and professional development opportunities will be made available to staff.



## Tier 2

- General and Special Education students will have the opportunity to participate in the "Starr is a great place to be!"-peer modeled Instructional program for Augmentative Alternative Communication.
- Students with specific needs will be placed in an appropriate elective.

## Tier 3

### Specify enhanced services for EL students:

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- English Learner Students will receive integrated English Language instruction in their classrooms.
- English Learner participation will be monitored. Personal chats will be made with each student to encourage and support participation in Goal 2 activities.
- Office Assistant will connect with parents of English Learners to support and answer questions.

### Explain the actions for Parent Involvement (required by Title I):

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- Parents will be made aware of the various Goal 2 activities open to students.
- School Messenger and PTA newsletters will be provided to inform parents of the various Goal 2 opportunities.
- Parents will be encouraged to volunteer in the classroom and with various school functions.
- Parents will be encouraged to join PTA and involve themselves in the different forms of school governance.
- Provide bilingual resources/supports to parents of EL students.
- Parent University Workshops

### Specify enhanced services for low-performing student groups:

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- The Autism Inclusion Specialist will work with identified students in the areas of social skills, managing feelings, peer relationships and academics.
- Paraprofessionals will support identified SPED students in their chosen Goal 2 activity.

### Describe Professional Learning related to this action:

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- Universal Design for Learning
- Peer Model Instruction for Augmentative Alternative Communication (AAC).
- Student Jobs/Meaningful Work
- Conference attendance and travel for Certificated, Classified and Administrative staff

**Goal 3 - All Students will demonstrate the character and competencies for workplace success**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	100 %	94.915 %	2018-2019	100 %
Exposure to Careers - 4th Grade	100 %	87.273 %	2018-2019	94.273 %
Exposure to Careers - 6th Grade	100 %	100 %	2018-2019	100 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

**Exposure to Careers - 3rd Grade**

- Teachers ensured that the Brix for Kids program was scheduled for a day when all students would be able to access the career activity.
- Students were highly motivated to participate in this event.

**Exposure to Careers - 4th Grade**

- The trip was organized and planned so that all students were able to attend.
- Students were front loaded with information regarding the career trip so that students had a better understanding of the purpose for the trip.

**Exposure to Careers - 6th Grade**

- The trip was organized and planned so that all students were able to attend.
- Students were front loaded with information regarding the career trip so that students had a better understanding of the purpose for the trip.

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

**Exposure to Careers - 3rd Grade**

- Students that were absent the day of the event.

**Exposure to Careers - 4th Grade**

- Students that were absent the day of the event.

**Exposure to Careers - 6th Grade**

- Students that were absent the day of the event.

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

N/A

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

1. Fund on and off campus CTE experiences for students in grades K-2 and fifth grade.

**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:  
School Site Council members agreed with the staff recommendations.

**2** ELAC:  
N/A

**3** Staff:  
1. Fund opportunities for students in grades K-2 and grade 5 to experience an on or off campus CTE trip.

### Action 1

**Title:** CTE/Characteristics and Competencies for Workplace Success

**Action Details:**

We will expose students to a variety of career opportunities through field trips, career speakers, career fairs and research presentations.

**Reasoning for using this action:**  Strong Evidence  Moderate Evidence  Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

**Owner(s):**

**Timeline:**

- 1. CTE Learning Experience Attendance

- 1. Administration, Teachers, Students

- 1. Progress Monitoring is ongoing throughout the year.

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

In order to support our significant subgroups and address disproportionality, a tiered level of support will be in place, including the following:

**Tier 1**

- The school will support the district provided on and off campus CTE learning experiences.

**Tier 2**

- Site funded on and off campus CTE learning experiences for grades K-2 and grade 5.

Specify enhanced services for EL students:

- English Learner Students will receive integrated English Language instruction in their classrooms in support of the CTE learning experience.
- Ongoing progress monitoring and progress chats will take place for identified English Learners.
- Teachers will be provided supplemental contracts to support English Language acquisition for identified English Learners.

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

- Parents will be made aware of the various CTE activities open to students.
- School Messenger and PTA newsletters will be provided to inform parents of the various CTE opportunities.
- Parents will be encouraged to volunteer in the classroom and with various school functions.
- Parents will be encouraged to join PTA and involve themselves in the different forms of school governance.
- Provide bilingual resources/supports to parents of EL students.
- Parent University Workshops

Specify enhanced services for low-performing student groups:

- See direct services and EL services

Describe Professional Learning related to this action:

- Implementation of Meaningful Jobs
- SEL Competencies

**Goal 4 - All Students will stay in school on target to graduate**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	7.157 %	13 %	2018-2019	11 %
Suspensions Per 100	3.795 %	0.978 %	2018-2019	0 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

**Chronic Absenteeism**

Chronic Absenteeism Automated daily phone call messages were sent to parents for all students absent. Uncleared student absences were followed up with a parent phone call by office staff. District generated attendance letters were sent to families throughout the school year for students with chronic and truant attendance. The school nurse worked closely with families of students with severe or frequent medical concerns. Currently, our chronic attendance rate is 9.5%, just a bit above the goal of 9.111%.

**Suspensions Per 100**

All teachers implemented Social Emotional Learning (SEL) as part of their daily/weekly classroom curriculum, Via Classroom Meetings, Morning Meetings, or Second Step lessons. Students participated in school-wide activities and incentives to promote character development and positive behavior. Students were referred to the Student Success Team to determine necessary Tier 3 behavioral/social-emotional interventions. On-Site services were provided to identified students exhibiting intensive social-emotional needs through the purchasing of 1.5 days of our school psychologist's time. As a result, we surpassed our 2018 target of 2.196% suspensions per 100 students, decreasing our suspension rate to 0.49%.

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

**Chronic Absenteeism**

1. SDC students with severe health needs make up a large portion of our chronically absent student population. At the time of the Needs Assessment and according to the 2018-2019 CA Dashboard, all subgroups had shown an increase in the percentage of students chronically absent. Hispanic 13.2%, White 10.8% and SPED 27.4% and Socioeconomically Disadvantaged 16%. Data will continue to be monitored on a regular basis.
2. Data does not reflect a large number of students that leave after attendance is taken, especially in the afternoon, prior to dismissal.

**Suspensions Per 100**

1. At the time of the Needs Assessment, only 1 student second grade had been suspended.
2. At the time of the Needs Assessment and according to the 2018-2019 CA Dashboard, all subgroups had shown a decrease in the percentage of students suspended. Hispanic 0.5%, White 1.4% and SPED 0% and Socioeconomically Disadvantaged 0.4%. Data will continue to be monitored on a regular basis.

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

1. Teacher Supplemental Salaries-Teachers did not request supplemental contracts to work on our behavioral initiatives. BLT members were given contracts for meetings and planning, but were not utilized consistently throughout the year.
2. Materials and Supplies-Materials and supplies were purchased as needed. For next year, more will be spent on supporting our behavioral intervention programs and incentives.
3. Graphics-Graphics was utilized to create materials that support behavioral instruction. We will continue to utilize this resource.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

1. Implement a Resource Counseling Assistant to support identified Tier 1 and Tier 2 students.
2. Discontinue funding extra time for the school psychologist in order to address the social-emotional needs of identified students. Psychologist will continue to work with identified Tier 3 students.
3. Funds for supplemental materials will be a priority.
4. Funds for incentives and incentive programs will be a priority.
5. Planning time to plan and implement the incentive programs will be made available.
6. Increase in the amount and frequency of attendance meetings and utilization of outside agencies.

**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

School Site Council members agreed with the staff recommendations.

**2** ELAC:

N/A

**3** Staff:

1. Social-emotional interventions and incentives are needed to address behavior and emotional needs.
2. Implement a Resource Counseling Assistant to support identified Tier 1 and Tier 2 students.
3. SSTs for students with attendance issues.
4. Check-ins for students with attendance issues.
5. School wide attendance rewards such as Bingo, extra recess, etc. for students with 95% attendance.
6. Provide supplemental contracts for staff to plan and deliver behavioral and attendance-based incentives.

### Action 1

Title: Absenteeism

[Action Details:](#)

In an effort to decrease the percentage of students identified with chronic absenteeism to 7.157% and increase daily attendance, the school will implement a comprehensive parent communication and outreach program to hold parents accountable and strengthen parent involvement. The Behavioral Leadership Team will work to enhance school connectedness for all students and institute a positive attendance incentive program.

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

Explain the Progress Monitoring and data used for this Action

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

1. ATLAS Attendance Data Reports
2. ATLAS Tardy Reports
3. Power BI Attendance Data
4. Attendance Meetings

**Owner(s):**

1. Principal/Office Staff
2. Principal/Office Staff
3. BLT/Admin
4. Admin/Office Staff

**Timeline:**

1. Weekly
2. Weekly
3. Weekly/Bi-Weekly
4. Monthly

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

In order to support all students, including our significant subgroups and addressing disproportionality, a tiered level of support will be in place, including the following:

**Tier 1**

- Incentives will be provided to students with positive attendance/tardy rates as determined by the Behavioral Leadership Team.
- Incentives and recognition will be given to students and families with improved attendance and tardy rates.
- Funds will be available to purchase materials and supplies to support improved attendance.
- School wide celebrations/rewards for students with good attendance based on a set criteria.
- Conferences and professional development opportunities will be made available to staff.

**Tier 2**

- Implement a Resource Counseling Assistant to work with identified Tier 1 and Tier 2 students.
- School psychologist will work with students and families around student wellness and trauma informed interventions.
- Principal attendance chats for parents of students identified as chronically absent Staff will conduct "check-ins" with identified students with attendance issues.
- Letters/postcards will be sent home to students/families with attendance issues.
- Letters/postcards will be sent home to students/families with improved attendance.
- Link identified students with peer buddies or peer mentors to facilitate school connectedness.
- Student Success Team meetings will be made available to students with attendance issues.

**Tier 3**

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

**Specify enhanced services for EL students:**

- Office Assistant will work with identified students and families to support improved attendance.
- Ongoing progress monitoring and progress chats will take place for identified English Learners, with an emphasis on improved attendance.

**Specify enhanced services for low-performing student groups:**

- School psychologist will provide identified families with outside resources that can help them to address their specific needs.

**Explain the actions for Parent Involvement (required by Title I):**

- Parents will learn about school and district attendance procedures at Back to School Night.
- Parents will attend attendance meetings led by administration.
- The Office Assistant will make home contact to families of students who are chronically absent to encourage improved attendance.
- Parents will be educated as to the implementation of reverse tardies.
- Provide bilingual resources/supports to parents of EL students.
- Parent University Workshop

**Describe Professional Learning related to this action:**

- Implementation of School Messenger
- Implementation of attendance meetings
- Strategies to support increased attendance.
- Conference attendance and travel for Certificated, Classified and Administrative staff

**Action 2**

**Title:** Suspension

**Action Details:**

In order to decrease the suspension rate to 3.795% or below, promote and enhance each students' connection to school, positive behavior and academic achievement, we will continue to implement a tiered level of response to behavior incidents and continue effective implementation of Safe and Civil components, which directly relate to suspension and attendance rates. Guidelines for success and district programs will continue to promote personal responsibility and social skills. Behavioral Leadership Team will provide professional learning to staff in addressing student behaviors at levels 1-3. Student Success Team meetings will be available to students with multiple suspensions and behavior issues. Behavior Support Plans will be implemented to support student behavior. The Interagency Child Empowerment Team will be utilized, as a Tier 3 intervention.

**Reasoning for using this action:**     Strong Evidence                       Moderate Evidence                       Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

**Owner(s):**

**Timeline:**

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

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

1. Monthly/Bi-Weekly
2. Bi-Weekly
3. Monthly
4. Quarterly
5. Spring 2021
6. Spring 2021

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

In order to support all students, including our significant subgroups and addressing disproportionality, a tiered level of support will be in place, including the following:

**Tier 1**

- Weekly class meetings
- Second Step Olweus Bullying Prevention Program
- Instruction in the 5 social-emotional learning competencies
- Funds will be available to purchase technology and technology programs to support social-emotional learning and school-based social-emotional initiatives and programs.
- School wide celebrations/rewards for students with positive behavior.
- Conferences and professional development opportunities will be made available to staff.

**Tier 2**

- Implement a Resource Counseling Assistant to work with identified Tier 1 and Tier 2 students.
- School psychologist will work with students and families around student wellness and trauma informed interventions
- Social Skills Instruction for Autism Inclusion Students.
- Staff will conduct "check-ins" with students with behavioral issues.
- Post-cards/letters will be sent home to students with improved behavior.
- Link up identified at-risk students with positive peer buddies to facilitate school connectedness.
- Student Success Team meetings will be provided for at-risk students.
- Substitute release time will be made available for staff to attend the meetings.
- Level 1 Behavior Plans will be developed for identified students.

**Tier 3**

- Connect student/families with outside agencies for support. District Department of Prevention and Intervention services will be made available.
- The Interagency Child Empowerment Team will be utilized for students with severe behavioral issues. Special Education assessments for identified students.



#### Specify enhanced services for EL students:

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- Office Assistant will communicate with identified families in support of improved behavior and resources available to students and their families.
- Ongoing progress monitoring and progress chats will take place for identified English Learners.

#### Explain the actions for Parent Involvement (required by Title I):

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- 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.
- SSTs will be provided for students with identified behavioral concerns.
- Parent Classroom and School Volunteering.
- Provide bilingual resources/supports to parents of EL students.
- Parent University Workshops

#### Specify enhanced services for low-performing student groups:

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- The Autism Inclusion Specialist will work with identified students in the areas of social skills, managing feelings and peer relationships among other things.
- Paraprofessionals will be utilized for students in the Autism inclusion students in the areas of organization, de-escalation of behaviors, work and study skills and positive reinforcement, among other things.
- A Resource Counseling Assistant will provide support for identified Tier 1 and Tier 2 students.
- School psychologist will provide identified families with outside resources that can help them to address their specific needs.

#### Describe Professional Learning related to this action:

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- Monthly Professional Learning on the Social-Emotional competencies
- CHAMPS
- Second Step
- Olweus Bullying Prevention
- Class Meetings that Matter
- Morning Meetings
- Student Jobs/Meaningful Work
- ATLAS Data implementation and monitoring
- Conference attendance and travel for Certificated, Classified and Administrative staff

## 2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0422 Starr Elementary (Locked)

### G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Involvement. No Food, No Incentives.	600.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			: Provide supplemental materials for classroom instruction in ELA and Mathematics. No Food, No Incentives.	1,000.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		48,774.00

**\$50,374.00**

## 2020-2021 Budget for SPSA/School Site Council

### State/Federal Dept 0422 Starr Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Provide substitute release time to attend SST meetings.	2,377.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Provide supplemental contracts to teachers to plan and deliver a before or after school intervention and/or enrichment for identified students in ELA and/or mathematics.	3,661.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Purchase professional books to support instruction in ELA and mathematics.	500.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Purchase materials to support classroom instruction in ELA and mathematics. No Food, No Incentives.	1,000.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Purchase technology and technology based programs to support instruction and parent communication.	3,000.00
G1A1	Title 1 Basic	Instruction	Copier Maint			: Copier maintenance	1,102.00
G1A1	Title 1 Basic	Instruction	Direct-Maint			: Provide funds for maintenance and repairs to technology.	1,500.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			: Provide materials and supplies to support ELA and mathematics instruction. No Food, No Incentives.	3,000.00
G1A1	Title 1 Basic	Parent Participation	Direct-Graph			: Purchase materials from the FUSD Graphics department to support parent participation and classroom instruction.	2,000.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Provide supplemental contracts to provide support to students in ELA and math.	18,959.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Purchase supplemental materials to support ELA and mathematics instruction.	700.00
G1A1	Sup & Conc	Instruction	Travel			: Provide opportunities for staff to attend conferences to support ELA and mathematics instruction.	2,206.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Provide support for identified students in ELA and mathematics.	7,300.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Purchase supplemental materials to support EL redesignation.	2,548.00
G1A3	LCFF: EL	Instruction	Direct-Other			: Provide ELPAC assessors.	500.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Involvement. No Food, No Incentives.	600.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			: Provide supplemental materials for classroom instruction in ELA and Mathematics. No Food, No Incentives.	1,000.00
G4A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		48,774.00

\$100,727.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$19,740.00
Sup & Conc	7090	\$77,939.00
LCFF: EL	7091	\$3,048.00
<b>Grand Total</b>		<b>\$100,727.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$50,353.00
G4 - All students will stay in school on target to graduate	\$50,374.00
<b>Grand Total</b>	<b>\$100,727.00</b>