

Starr Elementary

10621666088934

Principal's Name: Charles Reynolds

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

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



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

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

Consolidated Program Assurances

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

Required Signatures

School Name: Starr Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Charles Reynolds		March 24, 2021
SSC Chairperson	Tracy Dere-Ruppel		March 24, 2021

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Charles Reynolds	X				
2. Chairperson - Tracy Dere-Ruppel				X	
3. Lucinda Baucher		X			
4. Amy Bright				X	
5. Ann Lewis		X			
6. Gabriela Martinez			X		
7. Paul Miller				X	
8. Ashley Patton				X	
9. Kelly Parfitt				X	
10. Julie Rodriguez		X			
11.					
12.					
13.					
14.					
15.					

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2021/22

Starr - 0422

ON-SITE ALLOCATION

3010	Title I	\$17,460
7090	LCFF Supplemental & Concentration	\$65,340
7091	LCFF for English Learners	\$2,835
7099	School Opening Support <i>(New! One-time funds)</i>	<u>\$7,380</u>
TOTAL 2021/22 ON-SITE ALLOCATION		\$93,015

* 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	\$540
Remaining Title I funds are at the discretion of the School Site Council	<u>\$16,920</u>
Total Title I Allocation	\$17,460

Starr Elementary 2021-2022 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
I-Ready ELA D2 On Level		57 %	2020-2021	64 %
I-Ready Math D2 On Level		37.91 %	2020-2021	44.91 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

I-Ready ELA D2 On Level

Overall, distance learning proved to be a challenge in meeting our ELA achievement goal for the 2020-2021 school year. Teachers utilized the district curriculum and supports to plan and deliver standards-based lessons virtually. Funds were utilized to purchase technology and technology supports for staff as well as supplies that were needed for students. Staff was able to support students in small groups and one-on-one virtually. Specifically, our kindergarten paraprofessionals met with identified kindergarten and first grade students for extra support. Based on the instructional schedule, teachers had time to meet with their PLC teams and students outside of the instructional blocks, making the need for supplemental contracts for tutoring and planning unnecessary.

I-Ready Math D2 On Level

Overall, distance learning proved to be a challenge in meeting our math achievement goal for the 2020-2021 school year. Teachers utilized the district curriculum and supports to plan and deliver standards-based lessons virtually. Funds were utilized to purchase technology and technology supports for staff as well as supplies that were needed for students. Staff was able to support students in small groups and one-on-one virtually. Specifically, our kindergarten paraprofessionals met with identified kindergarten and first grade students for extra support. Based on the instructional schedule, teachers had time to meet with their PLC teams and students outside of the instructional blocks, making the need for supplemental contracts for tutoring and planning unnecessary.

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

I-Ready ELA D2 On Level

There were several factors leading to the disproportionality of low performing students in ELA for the 2020-2021 school year:

- Poor attendance
- Beginning the school year being 2 or more grade levels behind
- Technology issues
- Lack of family support
- Lack of adult supervision when learning virtually
- Lower completion rates
- Absenteeism
- No face-to-face contact with an adult

I-Ready Math D2 On Level

There were several factors leading to the disproportionality of low performing students in math for the 2020-2021 school year:

- Poor attendance
- Beginning the school year being 2 or more grade levels behind

- Technology issues
- Lack of family support
- Lack of adult supervision when learning virtually
- Lower completion rates
- Absenteeism
- No face-to-face contact with an adult

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Funds set aside for supplemental contracts for intervention were not used since teachers were strategic in using their distance learning schedules in meeting and working with students.
- Funds set aside for planning with PLC teams were not utilized since the distance learning schedule had build tin planning time.
- Funds set aside for conferences were able to be used for virtual conferences and workshops, rather than in-person.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

We will continue our academic goals and strive to create actions that meet the needs of all stakeholders. After analyzing the actions s for our 2020-2021 school year, and planning for the 2021-2022 school year, we will continue to fund actions that support intervention and enrichment, most likely in a virtual form. Additional funds will be set aside for supplies and technology as we bring more students back.

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 were in agreement with the proposed goals and actions.

2 ELAC:

Starr does not have an ELAC.

3 Staff:

- Continue to offer intervention and enrichment opportunities.
- Utilize distance learning schedule to optimize planning time.
- Fund technology and technology based programs that support instruction.

Action 1

Title: ELA Achievement

Action Details:

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

will continually strengthen and improve literacy instruction at each level of intervention.

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

Explain the Progress Monitoring and data used for this Action

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

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 2022
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

1. English Language Arts instruction will begin with the utilization of the Fresno Unified School District adopted curriculum.
2. 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.
3. Substitute release time will be available to Professional Learning Community teams for strategic planning in English Language Arts.
4. Supplemental contracts will be provided to classified staff to participate in training and meetings to support academic achievement.
5. 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.
6. Funds will be set aside to purchase supplemental materials and supplies to support English Language Arts instruction.
7. Conferences and/or professional development opportunities will be made available to staff. Funds will be set aside to purchase professional books.

Tier 2

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

Tier 3

1. Special Education identified students will receive direct services from the Resource Specialist and/or Autism Inclusion staff.
2. Special Education assessments will be utilized for identified students.

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

Overall, 57% of students in kindergarten through sixth grade scored on or above on the second IReady Assessment. In our significant subgroups, 47.86% of Hispanic students, 25% of African American students, 48.55% of our SED students, and 36.37% of Students with Disabilities scored on or above level. Our White students had 64.43% score on or above level.

- 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.
- 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 Resource Specialist will work with identified students at their specific reading level on specific reading gaps.
- The Autism Inclusion Specialist will work with identified students in the areas of social skills, managing feelings, peer relationships and academics.
- All staff will have the opportunity to work with small groups of identified students in before and/or after school intervention.
- All students will have daily and/or weekly IReady lessons assigned.

Action 2

Title: Math Achievement

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

1. Teachers/Admin
2. Teachers/Principal
3. ILT/PLCs/Admin
4. Teachers
5. Teachers
6. ILT/PLC/Admin
7. Teachers/Admin
8. Admin/Teachers

Timeline:

1. Ongoing
2. After each CFA
3. August, November, March
4. After each major standard taught
5. Weekly
6. June 2022
7. Ongoing (After each CFA and Interim)
8. Ongoing

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

Tier 1

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

7. Funds will be available for maintenance/repairs to technology.
8. Conferences and professional development opportunities will be made available to staff in support of mathematics instruction.
9. Funds will be set aside to purchase supplemental materials and supplies to support mathematics instruction.
10. Funds will be set aside to purchase professional books.

Tier 2

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

Tier 3

1. Special Education identified students will receive direct services from the Resource Specialist and/or Autism Inclusion staff.
2. Special Education assessments will be utilized for identified students.

Specify enhanced services for EL students:

- 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.

Specify enhanced services for low-performing student groups:

- Overall, 37.91% of students in kindergarten through sixth grade scored on or above on the second IReady Assessment. In our significant subgroups, 30.49% of Hispanic students, 14.29% of African American students, 27.08% of our SED students, and 32.61% of Students with Disabilities scored on or above level. Our White students had 45.93% score on or above level.
 - 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 Resource Specialist will work with identified students at their specific reading level on specific reading gaps.
 - The Autism Inclusion Specialist will work with identified students in the areas of social skills, managing feelings, peer relationships and academics.
 - All staff will have the opportunity to work with small groups of identified students in before and/or after school intervention.
 - All students will have daily and/or weekly IReady lessons assigned.

Action 3

Title: English Learner Reclassification Rate

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.

Reasoning for using this action:	<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
7. Classroom Observations and Feedback
8. Quarterly Progress Monitoring

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
7. Admin
8. EL Rep/Admin/Teachers/Students`

Timeline:

1. June 2022
2. Ongoing (After each CFA and Interim)
3. Fall 2021 and Spring 2022
4. Ongoing
5. Ongoing (After each CFA and Interim)
6. August 2021 and after each Interim
7. Ongoing
8. Quarterly

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.
8. Funds will be available to purchase technology and technology programs to support English Learner student achievement.
9. Funds will be made available for maintenance/repair of technology.
10. Awards and incentives will be provided to recognize English Learner student's achievement.

Tier 2

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

Tier 3

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

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.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0422 Starr Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Provide substitute release time to attend SST meetings. ** NO IEPS **	1,756.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Provide supplemental contracts to teachers to plan and deliver a before and/or after school intervention and/or enrichment program for identified students in ELA and mathematics. ** NO IEPS **	2,394.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Sup			Provide supplemental contracts for classified staff to support identified students in ELA and/or mathematics.	3,806.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Books, site licenses, subscriptions to be determined when needed.	500.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Purchase materials to support ELA and mathematics instruction. No food, no incentives. Also in 7090.	1,964.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Purchase technology and technology based programs to support instruction, school connectedness and parent communication.	5,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Purchase supplemental materials and supplies to support instruction and school connectedness.	7,581.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Purchase materials to support ELA and mathematics instruction. Also in 3010.	1,268.00
G1A1	Sup & Conc	Instruction	Copier Maint			: Copier maintenance	1,200.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Provide funds for maintenance and repairs to technology.	1,000.00
G1A1	One-Time School	Instruction	Mat & Supp			: Purchase supplemental materials and supplies to support ELA and math intervention and enrichment.	6,380.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Purchase supplemental materials and supplies to support English Learners.	2,835.00

\$35,684.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student-centered real world learning experience - Site Defined

Due to the Covid-19 regulations, students were not able to attend any in person assemblies or field trips. Therefore, only virtual experiences were available to students. Teachers were able to schedule virtual experiences, but those experiences were inconsistent, due to a lack of available resources and time.

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

Student-centered real world learning experience - Site Defined

Students that had chronic absenteeism or a lack of technological support missed out on any of the virtual experiences planned by their teachers.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Any student centered real world learning experiences that were funded needed to be virtual in nature.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- Based on the uncertainty of field trips and assemblies for the 2021-2022 school year, we will need to identify experiences that students can participate in virtually.

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 were in agreement with the proposed goals and actions.

Starr does not have a formal ELAC group.

- Continue to identify and implement virtual learning experiences.

Action 1

Title: Student Centered Real-World Experiences

Action Details:

We will expose students to a variety of career opportunities through virtual and/or in-person 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

1. CTE Learning Experience Attendance

Owner(s):

1. Administration, Teachers, Students

Timeline:

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-6.

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.

Specify enhanced services for low-performing student groups:

- See direct services and EL services

Action 2

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

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

Owner(s):

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

Timeline:

1. Ongoing/Quarterly
2. 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

- Students with specific needs will be placed in an appropriate elective.

Tier 3

Specify enhanced services for EL students:

- 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.

Specify enhanced services for low-performing student groups:

- 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.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0422 Starr Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A2	Sup & Conc	Instruction	Mat & Supp			: Purchase supplemental materials and supplies to support student centered activities. ** NO FOOD OR INCENTIVES **	3,732.00

\$3,732.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		12.83 %	2020-2021	10.83 %
Suspensions students with 1 or more		0 %	2020-2021	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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

The implementation of the RCA did not take place until the second semester. Once implemented in January, our RCA worked with classes, delivering SEL lessons based on Second Step and teacher input. Our RCA also met with identified students in small groups and one-on-one sessions, based on teacher recommendation.

Suspensions students with 1 or more

For the 2020-2021 school year, many of our Tier 2 and Tier 3 identified behavior students were able to engage in distance learning with support. We found that many more students were struggling socially-emotionally with anxiety, frustration and depression. Our RCA began meeting with these identified students in small groups and individually, as well as teaching SEL lessons in classrooms weekly.

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

Chronic Absenteeism

Resources to deal with Chronic Absenteeism were limited, with not a lot of teeth to address concerns. For identified students, a lack of family support and structure as well as technology issues kept them from logging into their classroom and completing their work. Students having a lack of connection with peers and adults has led to a lack of self-confidence and frustration with academics.

Suspensions students with 1 or more

Students who struggled socially-emotionally were often absent from one or more sessions. Rather than exhibiting visible misbehaviors, these students were less engaged in their classrooms and less likely to complete all of their assigned tasks. A lack of student connection with their peers and adults as well as not understanding the importance of digital citizenship as caused some stress and anxiety for students.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Only having our RCA for a semester affected our ability to meet the needs of our students that were struggling socially-emotionally.
- Implementing incentive programs and celebration assemblies were not made a priority.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- We will be able to start the school year with an RCA in place. This will allow her to support the transitioning of students from distance learning to hybrid learning, to face-to-face instruction. We will look for ways to celebrate successes and reward students for positive attendance and behavior, whether they are working remotely or in person.
- Funds will be allocated to develop and implement incentive programs to reward positive behavior and attendance.

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 were in agreement with the proposed goals and actions.

2 ELAC:

Starr does not have a formal ELAC.

3 Staff:

- Continue to fund a Resource Counseling Assistant.
- Allocate funds to reward students with positive behavior and good attendance.
- Purchase materials and supplies to support SEL in the classroom

Action 1

Title: Absenteeism

[Action Details:](#)

In an effort to decrease the percentage of students identified with chronic absenteeism from 12.83% 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](#)

[Owner\(s\):](#)

[Timeline:](#)

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

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

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

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

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

Tier 1

- 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:

Because of the technological and social-emotional issues, our chronic absenteeism rates were higher than expected. Overall, we had a rate of 12.1% chronically absent. In our significant subgroups, 27.3% of our African American students, 15% of Hispanic students, 6.9% of White students, 32.2% of SPED students and 16.7% of English Learners were chronically absent.

- Resource Counseling Assistant will work with students individually and in small groups, that are identified as chronically absent.
- School psychologist will provide identified families with outside resources that can help them to address their specific needs.
- Admin will hold attendance meeting for families with children identified as chronically absent.
- Incentive programs will be developed and implemented in order to honor students with good attendance.

Action 2

Title: Suspension

Action Details:

In order to maintain the suspension rate at 0%, we will promote and enhance each students' connection to school, positive behavior and academic achievement, we will continue to implement a tiered level of response to behavior incidents and continue effective implementation of Safe and Civil components, which directly relate to suspension and attendance rates. Guidelines for success 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:	<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. ATLAS Monthly Suspension Reports
2. Power BI Misbehavior Data
3. Student Success Team Meetings
4. Supervision/Documentation of Class Meetings
5. Student Surveys
6. Staff Surveys

Owner(s):

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

Timeline:

1. Monthly/Bi-Weekly
2. Bi-Weekly
3. Monthly
4. Quarterly
5. Spring 2022
6. Spring 2022

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

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

Tier 1

- 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:

- 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.

Specify enhanced services for low-performing student groups:

- 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.
- Incentive programs will be developed and implemented in order to honor students with positive behavior.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0422 Starr Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	One-Time School	Instruction	Student Incenti			: Provide incentives for improved attendance.	1,000.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	Fund RCA to support identified Tier 1 and Tier 2 students with behaviors and school connectedness.	50,559.00

\$51,559.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Staff Goal - Site Defined		0 %	2020-2021	95 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Goal - Site Defined

Based on the Annual Staff Survey, 95% of all staff will respond positively in the Sense of Belong Domain.

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

Staff Goal - Site Defined

Because of Distance Learning and the separation of staff working at home and staff working on site, the opportunities to feel connected were limited to virtual. It was not uncommon to not communicate with staff members personally unless it involved a meeting.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- As this is a new goal, there is no evidence to identify and describe any differences between the intended and actual implementation of any actions and budget expenditures.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

More efforts will be made to facilitate staff voice, connections with one another and celebrations.

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 were in agreement with the proposed goals and actions.

Starr does not have an ELAC.

Action 1

Title: Staff Connectedness and Retention

[Action Details:](#)

Based on the 20201-2022Staff Survey data, 100% of staff will respond that they feel connected and supported, thus leading to a high staff retention rate.

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. 2021-2022 Staff Survey results
- 2. Meeting Agendas

[Owner\(s\):](#)

- 1. Admin, staff
- 2. Admin

[Timeline:](#)

- 1. March, 2022
- 2. Ongoing

[Describe Direct Services and/or Professional Development to staff, including materials and supplies required \(curriculum and instruction\) in support of hiring and retention:](#)

Tier 1

- Send out Monday News to all staff.
- Monthly Teacher Meetings
- Monthly Classified Staff
- Inclusive Staff Engagement Opportunities

Tier 2

- One-on-one meetings with Administration

Tier 3

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

[Specify Professional Development or Staff Services to support EL students:](#)

N/A

[Specify Professional Development or Staff Services to support low-performing student groups:](#)

N/A

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Family Goal - Site Defined		0 %	2020-2021	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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined

Our 2021-2022 goal is based on the Annual Parent Survey. By the spring of 2022, 100% of families will respond that they feel respected and welcomed at Starr Elementary School.

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

Family Goal - Site Defined

Due to the closure of the brick and mortar school, families were not able to physically be on campus to meet with administration, teachers and support staff. In reviewing the survey results, only 99 families were represented, meaning many of our families did not take the survey, a data point that cannot be overlooked. Many opportunities for parents and families to engage with one another were either canceled or done virtually, thus leaving out families that are not able to stay connected with the school site. Parents were able to communicate their concerns with and needs to administration, teachers and support staff through email, phone calls and virtual platforms, but the human connection was lacking immensely.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- As this is a new goal, there is no evidence to identify and describe any differences between the intended and actual implementation of any actions and budget expenditures.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

We will continue to utilize all stakeholders in supporting the needs of all families. The RCA will be able to start the school year and meet with identified families to support their needs and make them feel that the school is a safe and welcoming place for them.

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 were in agreement with the proposed goals and actions.

2 ELAC:

Starr does not have an ELAC.

3 Staff:

Action 1

Title: Inclusive Opportunities for Family Engagement

Action Details:

In order to reach the goal of 100% of families participating in the survey and responding that they feel welcomed and supported, we will implement a three-tiered approach to achieving our goal. The approach will be based upon communication with families, participation in school-based functions and increasing the amount of inclusive school opportunities for families.

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

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

- 1. Admin
- 2. Admin, PTABoard
- 3. Admin, Teachers, Staff

Timeline:

- 1. Ongoing
- 2. Quarterly
- 3. March, 2022

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

Communication

- Weekly School Messenger to Parents
- Weekly School Newsletter to Parents
- Phone calls and emails responded to within 24 hours
- Use of marquee to communicate important information

Classroom Opportunities

- Parent-Teacher Conferences
- Classroom Newsletters
- Week-at-a-Glance
- Phone calls and emails responded to within 24 hours
- Virtual and in-person volunteer opportunities
- Back to School Night

- Open House

School-based Opportunities

- PTA Meetings
- PTA sponsored events
- School Site Council Meetings
- Professional Learning Opportunities
- Back to School Night
- Open House
- On-site volunteerism
- Materials and supplies for parents, graphics

Specify Direct Service and Opportunities for parents and families to support EL students:

1. The Office Assistant will make email and phone contact to families of EL students.
2. Parent University will provide support with our second language parents and families.

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

1. The Office Staff are the first impression for many of our parents. They will be helpful and supportive when parents call or arrive with questions and concerns.
2. The Office Staff will make email and phone contact to families of students.
3. Parent University will provide professional learning opportunities for parents and families.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0422 Starr Elementary (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Instruction	Direct-Graph			: Purchase materials from FUSD Graphics department to support parent involvement and school connectedness.	1,500.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Involvement. No food, no incentives.	540.00

\$2,040.00

2021-2022 Budget for SPSA/School Site Council

State/Federal Dept 0422 Starr Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Provide substitute release time to attend SST meetings. ** NO IEPS **	1,756.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Provide supplemental contracts to teachers to plan and deliver a before and/or after school intervention and/or enrichment program for identified students in ELA and mathematics. ** NO IEPS **	2,394.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Sup			Provide supplemental contracts for classified staff to support identified students in ELA and/or mathematics.	3,806.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Books, site licenses, subscriptions to be determined when needed.	500.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Purchase materials to support ELA and mathematics instruction. No food, no incentives. Also in 7090.	1,964.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Purchase technology and technology based programs to support instruction, school connectedness and parent communication.	5,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Purchase supplemental materials and supplies to support instruction and school connectedness.	7,581.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Purchase materials to support ELA and mathematics instruction. Also in 3010.	1,268.00
G1A1	Sup & Conc	Instruction	Copier Maint			: Copier maintenance	1,200.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Provide funds for maintenance and repairs to technology.	1,000.00
G1A1	One-Time School	Instruction	Mat & Supp			: Purchase supplemental materials and supplies to support ELA and math intervention and enrichment.	6,380.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Purchase supplemental materials and supplies to support English Learners.	2,835.00
G2A2	Sup & Conc	Instruction	Mat & Supp			: Purchase supplemental materials and supplies to support student centered activities. ** NO FOOD OR INCENTIVES **	3,732.00
G3A1	One-Time School	Instruction	Student Incenti			: Provide incentives for improved attendance.	1,000.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	Fund RCA to support identified Tier 1 and Tier 2 students with behaviors and school connectedness.	50,559.00
G5A1	Title 1 Basic	Instruction	Direct-Graph			: Purchase materials from FUSD Graphics department to support parent involvement and school connectedness.	1,500.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Involvement. No food, no incentives.	540.00

\$93,015.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$17,460.00
Sup & Conc	7090	\$65,340.00
LCFF: EL	7091	\$2,835.00
One-Time School	7099	\$7,380.00
Grand Total		\$93,015.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$35,684.00
G2 - Expand student-centered and real-world learning experiences	\$3,732.00
G3 - Increase student engagement in their school and community	\$51,559.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$2,040.00
Grand Total	\$93,015.00