

Starr Elementary

106216660889341

Principal's Name: Charles Reynolds

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

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>
Assurances	<i>Consolidated Program Assurances</i>
School Site Council	<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/Site Parent Involvement Policy/Compact **See Addendum</i>

District Goals	
<p>The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.</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 Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</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 Involvement 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 Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p>

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 – Brian Moore			X		
3. Lucinda Baucher		X			
4. Ann Lewis		X			
5. Julie Rodriguez		X			
6. Amanda Cochran				X	
7. Diana Haskins				X	
8. JJ Johnstone				X	
9. Rhiannon Oakes				X	
10. Kim Samarin				X	
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Charles Reynolds		Wednesday, March 21, 2018
SSC Chairperson	Brian Moore		Wednesday, March 21, 2018

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2018/19

Starr - 0422

ON-SITE ALLOCATION

3010	Title I	\$17,479
7090	LCFF Supplemental & Concentration	\$77,914
7091	LCFF for English Learners	\$5,334
TOTAL 2018/19 ON-SITE ALLOCATION		\$100,727

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$454
Remaining Title I funds are at the discretion of the School Site Council	\$17,025
Total Title I Allocation	\$17,479

Starr Elementary 2018-2019 - Single Plan for Student Achievement (SPSA)

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

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current %	Target %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	47.325	54.5
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	44.351	51.6

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

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

1. Utilization of *Wonders* as the anchor for teaching standards.
2. Utilization of FUSD Scope and Sequence to align instruction with Interim Assessments.
3. Increasing the use of the technological components of *Wonders* in classrooms
4. Utilizing funds to purchase technology so that all classrooms in grades 3-6 have one-to-one access.
5. Professional Learning Community work around CFAs, data analysis and instruction.
6. Use of After-School Library Program for students to access support in homework and reading skills.

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

1. Utilization of *Go Math* as the anchor for teaching standards.
2. Utilization of FUSD Scope and Sequence to align instruction with Interim Assessments.
3. Increasing the use of the technological components of *Go Math*, specifically the Personal Math Trainer in classrooms.
4. Increased implementation of the application problems, specifically Think Smarter and Go Deeper problems.
5. Utilizing funds to purchase technology so that all classrooms in grades 3-6 have one-to-one access.
6. Professional Learning Community work around CFAs, data analysis and instruction.
7. Use of After-School Library Program for students to access support in homework and math skills.

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

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

1. Number of students that leave Starr and attend magnet schools in grades 5 and 6 affects the overall percentage of students meeting and/or exceeding standards on all assessments.

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

1. Number of students that leave Starr and attend magnet schools in grades 5 and 6 affects the overall percentage of students meeting and/or exceeding standards on all assessments.

Step 2: 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:

1. SSC would like to see a continued focus on ELA and mathematics achievement.
2. SSC approved the actions and proposed budget for Goal 1.

2 ELAC:

N/A

3 Staff:

1. Purchase site licenses for online tools to support ELA, math and EL instruction.
2. Tutors for first grade.
3. EL Pullout Support
4. Certificated Tutor

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

1. Teacher Supplemental Salaries-Teachers did not take advantage of using supplemental contracts to work with their students. One suggestion planned for next year is to give each teacher a supplemental contract at the beginning of the year, allowing them to work with their students after school. This would allow for teacher autonomy in what they are reteaching and when they reteach and for how long they reteach.
2. Certificated Supplemental Salaries-Classified Staff did not show an interest in tutoring after school. For next year, it is a possibility to fund an outside source such as Teaching Fellows to work in our tutoring program.
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.

Action 1

Title: ELA and Mathematics 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 and 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 ELA/Literacy and 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

English Language Arts

1. PLC Common Formative Data
2. FUSD Interim Assessment Data
3. *Wonders* Weekly Assessments
4. DRP Assessment Data
5. BAS Data (Kindergarten and First Grade)
6. Spring SBAC Data
7. Student Achievement Conferences
8. IPG Classroom Walkthroughs and Feedback Conversations
9. Sharing/Calibration of Student Work

Owner(s):

1. Principal
2. TSA
3. Instructional Lead Teachers
4. Teachers
5. Students

Timeline:

1. Professional Development begins August 8, 2018.
2. Progress Monitoring is ongoing throughout the year.

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

Mathematics

1. PLC Common Formative Data
2. End of Chapter *Go Math* Assessments
3. FUSD Interim Assessment Data
4. Spring SBAC Data
5. Student Achievement Conferences
6. Classroom Walkthroughs and Feedback Conversations
7. Sharing/Calibration of Student Work

Owner(s):

1. Principal
2. TSA
3. Instructional Lead Teachers
4. Teachers
5. Students

Timeline:

1. Professional Development begins August 8, 2018.
2. 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

- ELA and mathematics instruction will begin with the utilization of FUSD adopted curriculum.
- Teachers will utilize the FUSD Scope and Sequence to align ELA and mathematics instruction with the Common Core State Standards and assessments.
- Substitute release time will be available to PLC teams for strategic planning in ELA and mathematics.
- Supplemental Contracts will be provided to Classified Staff to participate in training and meetings to support academic achievement.
- Increase the use of technology in support of digital literacy for students in alignment with the State Standards for Technology. Provide for maintenance/repairs to technology.
- Professional Books/Professional Reading
- Funds will be set aside to purchase supplemental materials and supplies to support ELA and mathematics instruction.
- Funds will be set aside to purchase technology and technology programs to support ELA and mathematics instruction.

Tier 2

- Kindergarten students will receive differentiated small-group instruction in ELA and mathematics based on identified needs provided by teacher and instructional assistants.

Specify enhanced services for EL students:

1. English Learner Students will receive integrated English Language instruction in their classrooms.
2. Ongoing progress monitoring and progress chats will take place for identified English Learners.
3. Teachers will be provided supplemental contracts to support English Language acquisition for identified English Learners.

- First grade students will receive differentiated small-group instruction in ELA and mathematics based on identified needs provided by instructional assistants.
- Supplemental Contracts will be provided to certificated and classified staff to lead ELA and mathematics intervention and/or enrichment groups.
- Teaching Fellows/Certificated Tutor to provide ELA and/or mathematics interventions for identified students at identified grade levels.
- SSTs will take place for students struggling in ELA and/or mathematics.

Tier 3

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

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

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

Describe Professional Learning related to this action:

1. District ELA and mathematics Professional Learning
2. Continued development, implementation and analysis of Common Formative Assessments.
3. Digital Literacy
4. Integration of technology into daily classroom instruction
5. Conference attendance and travel for Certificated, Classified and Administrative staff
6. STEM training
7. Book studies

Action 2

Title: English Learners Redesignation

Action Details:

We will provide a comprehensive program to serve English Learners in all stages of language acquisition and academic development utilizing the ELD standards and the ELA/ELD Framework with an emphasis on increasing redesignation and proficiency levels on ELPAC and regular common formative assessments. School will implement school-wide literacy strategies across all classes with a focus on ELA, history 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:

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. LPAC Reports
2. CELDT reports for students that are initially assessed
3. District Interim/CFA ELA and Math Assessments by subgroup
4. Disaggregated BAS/DRP by EL subgroup
5. Student Grades
6. Grade Level Common Formative ELA and Math Assessments
7. EL Goal Setting Report

Owner(s):

1. Principal
2. TSA/EL Rep
3. Teachers
4. Students

Timeline:

1. Professional Development begins August 8, 2018.
2. 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

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

Tier 2

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

Tier 3

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

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

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

Specify enhanced services for EL students:

1. EL Students will receive integrated English Language instruction
2. Ongoing progress monitoring and progress chats will take place for identified English Learners
3. ELPAC Assessors will be available during the assessment window

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.
- Conference attendance and travel for Certificated, Classified and Administrative staff

2018-2019 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-Supp			Provide Certificated Staff supplemental contracts to plan and implement a before and/or after school intervention program for identified students.	1,197.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Purchase Accelerated Reader to support student motivation to read and increase student reading levels.	5,000.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Provide supplemental materials and supplies to support ELA and math instruction and support all students learning at grade level and beyond and moving a minimum of a grade level or more per year. (No food or incentives)	3,782.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Contract with California Teaching Fellows Foundation in order to provide ELA and/or math intervention for identified students at identified grade levels.	7,000.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			: Provide materials for parent participation (No food or incentives)	500.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Provide teachers with release time for strategic planning in ELA and mathematics.	2,343.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Provide supplemental contracts to teachers for strategic planning in ELA and math.	2,394.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Provide Classified Staff with supplemental contracts for after-school training in ELA and Math.	2,446.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Provide supplemental materials and supplies to support ELA and math instruction.	4,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Purchase technology to support classroom instruction in ELA and mathematics.	3,000.00
G1A1	Sup & Conc	Instruction	Trvl & Conf			: Provide funds for teachers to attend conferences and professional development that address specific strategies to assist students working at grade level and beyond in ELA and math.	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Provide maintenance and repairs to technology.	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			: Funds will be utilized to purchase supplemental materials for instruction provided by FUSD graphics.	1,500.00
G1A1	Sup & Conc	Other Instructional Resources	Bks & Ref			: Provide professional books and other reference materials to support student achievement in ELA and mathematics.	1,000.00
G1A2		Instruction	Teacher-Supp				4,100.00

2018-2019 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
G1A2	LCFF: EL	Instruction	Teacher-Supp			Provide supplemental contracts to plan a before, during and/or after school intervention in ELA and/or math for English Learners.	4,190.00
G1A2	LCFF: EL	Instruction	Mat & Supp			: Purchase supplemental materials and supplies to support integrated English Learner instruction and redesignation	644.00
G1A2	LCFF: EL	Instruction	Direct-Other			: Provide ELPAC assessors to site.	500.00

\$41,496.00

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

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	53.431	60.431

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

Goal 2 Participation Rate

1. Implementation of Elective Wheel for students in grades 4-6 which included our music program. Students in our SDC 3-4 class were included in the elective wheel.
2. Implementation of After-School Clubs, such as The Kind Kids Club and The Good News Club.
3. Implementation of After-School sports.
4. Implementation of the After-School Library Program.
5. Extra-Support of Autism Inclusion students in our Extended Day Program.

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

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. Late start in the year for our Peer Mediated Instruction Program (Starr is a Great Place to Be!)

Step 2: 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:

1. Would like to see more students involved in Goal 2 activities.
2. SSC approved the actions and proposed budget allocations for Goal 2.

2 ELAC:

N/A

3 Staff:

1. Trained activity leaders
2. P.E. Tutors
3. Continue to support Electives in grades 4-6.

Action 1

Title: School Connectedness

Action Details:

School will increase Goal 2 participation throughout the year by engaging 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. Strategically implemented strategies will engage all students in the full community that is Starr, through participation in Goal 2 activities, with attention given to reducing disproportionality

in Goal 2 participation. 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

Owner(s):

1. Admin
2. Teachers
3. Students

Timeline:

1. Professional Development begins August 8, 2018.
2. 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 provide students in grades 4-6 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.

Tier 2

- General Ed and Special Ed students will have the opportunity to participate in the "Starr is a Great Place to Be"-Peer Modeled Instructional program for AAC Communication.
- Students with specific needs will be placed in an appropriate elective.

Tier 3

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

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

Specify enhanced services for EL students:

1. English Learner Students will receive integrated English Language instruction in their classrooms.
2. Ongoing progress monitoring and progress chats will take place for identified English Learners.
3. Teachers will be provided supplemental contracts to support English Language acquisition for identified English Learners.

Describe Professional Learning related to this action:

1. Inclusion strategies
2. Peer Model Instruction for Augmentative Alternative Communication (AAC).
3. Student Jobs/Meaningful Work
4. Conference attendance and travel for Certificated, Classified and Administrative staff

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0422 Starr Elementary (Locked)

G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Teacher-Supp			Provide staff supplemental contracts to lead the various school connectedness initiatives.	2,394.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Provide supplemental materials, supplies to support Goal 2 Activities and the Elective Wheel.	3,377.00
G2A1	Sup & Conc	Instruction	Trvl & Conf			: Funds will be utilized for teachers to attended conferences and professional learning opportunities that address school connectedness.	1,000.00
G2A1	Sup & Conc	Other Instructional Resources	Bks & Ref			: Purchase professional books and other resources that address school connectedness.	1,000.00

\$7,771.00

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

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 3rd Grade	100	100
Exposure to Careers - 4th Grade	96	100
Exposure to Careers - 6th Grade	96.226	100

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

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 What were the key factors that contributed to the disproportionality for any significant subgroups.

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 trip.

Exposure to Careers - 6th Grade

- Students that were absent the day of the trip.

Step 2: 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:

SSC approved the actions and proposed funding for Goal 3.

2 ELAC:

N/A

3 Staff:

- Staff wonders if there are ways to fund learning experiences that are done at the school site as well.

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:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> 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
2. Teachers
3. Students

Timeline:

1. Professional Development begins August 8, 2018.
2. 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 provide on and off campus CTE learning experiences.
- All students will have the opportunity to participate in Meaningful Jobs on campus.
- Funds will be available to purchase supplemental materials and supplies to support each CTE learning experience.
- Funds will be available to purchase technology and technology programs to support various CTE learning experiences.
- Supplemental Contracts will be provided to staff to plan, prepare and lead CTE learning experiences.
- Substitute release time will be provided to staff to plan, prepare and lead CTE learning experiences.

Tier 2

Tier 3

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

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

Specify enhanced services for EL students:

1. English Learner Students will receive integrated English Language instruction in their classrooms.
2. Ongoing progress monitoring and progress chats will take place for identified English Learners.
3. Teachers will be provided supplemental contracts to support English Language acquisition for identified English Learners.

Describe Professional Learning related to this action:

1. Implementation of Meaningful Jobs
2. Continued implementation of Second Step
3. Continued focus on Social Emotional Learning with an emphasis on the 5 Competencies.

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

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	11.111	9.111
Suspensions Per 100	3.196	2.196

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Chronic Absenteeism</p> <ul style="list-style-type: none"> • SDC students with severe health needs • Parents that do not feel that student attendance is important • Severe health outbreaks, such as influenza and asthma <p>Suspensions Per 100</p> <ul style="list-style-type: none"> • SDC students with emotional or sensory issues make up a large percentage of our students with suspensions, despite the interventions put in place school wide and classroom wide. 	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Chronic Absenteeism</p> <ul style="list-style-type: none"> • SDC students with severe health needs make up a large portion of our chronically absent student population. <p>Suspensions Per 100</p> <ul style="list-style-type: none"> • SDC students with emotional or sensory issues make up a large percentage of our students with suspensions, despite the interventions put in place school wide and classroom wide.
---	---

Step 2: 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.

<p>1 SSC:</p> <ol style="list-style-type: none"> 1. Continue to look into various programs and interventions that will support site behavioral interventions for all students. 2. SSC approved the actions and proposed budget allocations for Goal 4. 	<p>2 ELAC:</p> <p>N/A</p>	<p>3 Staff:</p> <ol style="list-style-type: none"> 1. Social-Emotional Interventions are needed. 2. Increase in psych time in order to work with students that need extra support. 3. Find a person trained in leading recess and play activities 4. Onsite Counseling
---	----------------------------------	---

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

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. Certificated Supplemental Salaries-For next year, we will provide more opportunities for classified staff to be a part of the different behavior initiatives
3. 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.
4. Graphics-Graphics was utilized to create materials that support behavioral instruction. We will continue to utilize this resource.

Action 1

Title: Absenteeism

Action Details:

In an effort to decrease the percentage of students identified with chronic absenteeism to 9.111 and increase daily attendance, the school will implement a comprehensive parent communication and outreach program to hold parents accountable and strengthen communication and parent involvement. The Safe and Civil Team (BLT) 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 Reports
2. ATLAS Tardy Reports
3. SQII Data
4. Attendance Meetings

Owner(s):

1. Principal
2. TSA
3. Office Assistant
4. Teachers
5. Students

Timeline:

1. Professional Development begins August 8, 2018.
2. 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

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

Tier 2

- Increase time of school psychologist in order to work with students and families around student wellness and trauma informed interventions.
- Principal Attendance Chats for parents of students identified as chronically absent
- Link identified student with a peer buddy or peer mentor to facilitate school connectedness.

Tier 3

Specify enhanced services for EL students:

1. English Learner Students will receive integrated English Language instruction in their classrooms.
2. Ongoing progress monitoring and progress chats will take place for identified English Learners.
3. Teachers will be provided supplemental contracts to support English Language acquisition for identified English Learners.

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

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

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

Describe Professional Learning related to this action:

1. Implementation of School Messenger
2. Implementation of attendance meetings
3. Implementation of reverse tardies.
4. Conference attendance and travel for Certificated, Classified and Administrative staff

Action 2

Title: Suspension

Action Details:

In order to decrease the suspension rate to 2.196% or below and 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 rates, attendance rates, lessens distractions for all learners, and enhances campus safety for all students. Guidelines for success and district programs (Class Meetings/Second Step/OLWEUS) will continue to promote personal responsibility and social skills. The Safe and Civil Team (BLT) will provide professional learning to staff in addressing student behaviors at levels 1-3. SSTs will be available to students with multiple suspensions and Behavior Support Plans will be implemented to support student behavior. The ICET process will be utilized, as needed, for 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. Use of ATLAS Behavior Reporting
2. ATLAS Behavior Reports
3. Office Referral Data
4. Student Success Team Meetings
5. Supervision/Documentation of Class Meetings
6. Student Surveys
7. Staff Surveys

Owner(s):

1. Principal
2. TSA
3. Behavioral Leadership Team

Timeline:

1. Professional Development begins August 8, 2018.
2. 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

- Weekly Class Meetings
- Second Step

Specify enhanced services for EL students:

1. English Learner Students will receive integrated English Language instruction in their classrooms.
2. Ongoing progress monitoring and progress chats will take place for identified English Learners.
3. Teachers will be provided supplemental contracts to support English Language acquisition for identified English Learners.

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

Tier 2

- Increase time of school psychologist in order to work with students and families around student wellness and trauma informed interventions.
- Social Skills Instruction for Autism Inclusion Students
- Link up identified at-risk student with a positive peer buddy to facilitate school connectedness.
- SSTs will be provided for at-risk students. Substitute release time will be made available for staff to attend SST Meetings.
- Level 1 Behavior Plans

Tier 3

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

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

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

Describe Professional Learning related to this action:

- Monthly professional learning on 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

2018-2019 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	Sup & Conc	Instruction	Mat & Supp			: Purchase supplemental materials and incentives to support increased attendance and decreased chronic absenteeism.	1,500.00
G4A1	Sup & Conc	Psychological Services	Crit Pupl-Reg	Psychologist, School	0.3000		46,117.00
G4A2	Sup & Conc	Instruction	Teacher-Subs			Provide substitute release time for SSTs.	2,343.00
G4A2	Sup & Conc	Instruction	Mat & Supp			: Purchase supplemental materials and incentives to support the social-emotional initiatives implemented to decrease school suspensions and increase school connectedness.	1,500.00

\$51,460.00

2018-2019 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-Supp			Provide Certificated Staff supplemental contracts to plan and implement a before and/or after school intervention program for identified students.	1,197.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Purchase Accelerated Reader to support student motivation to read and increase student reading levels.	5,000.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Provide supplemental materials and supplies to support ELA and math instruction and support all students learning at grade level and beyond and moving a minimum of a grade level or more per year. (No food or incentives)	3,782.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Contract with California Teaching Fellows Foundation in order to provide ELA and/or math intervention for identified students at identified grade levels.	7,000.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			: Provide materials for parent participation (No food or incentives)	500.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Provide teachers with release time for strategic planning in ELA and mathematics.	2,343.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Provide supplemental contracts to teachers for strategic planning in ELA and math.	2,394.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Provide Classified Staff with supplemental contracts for after-school training in ELA and Math.	2,446.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Provide supplemental materials and supplies to support ELA and math instruction.	4,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Purchase technology to support classroom instruction in ELA and mathematics.	3,000.00
G1A1	Sup & Conc	Instruction	Trvl & Conf			: Provide funds for teachers to attend conferences and professional development that address specific strategies to assist students working at grade level and beyond in ELA and math.	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Provide maintenance and repairs to technology.	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			: Funds will be utilized to purchase supplemental materials for instruction provided by FUSD graphics.	1,500.00
G1A1	Sup & Conc	Other Instructional Resources	Bks & Ref			: Provide professional books and other reference materials to support student achievement in ELA and mathematics.	1,000.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			Provide supplemental contracts to plan a before, during and/or after school intervention in ELA and/or math for English Learners.	4,190.00
G1A2	LCFF: EL	Instruction	Mat & Supp			: Purchase supplemental materials and supplies to support integrated English Learner instruction and redesignation	644.00
G1A2	LCFF: EL	Instruction	Direct-Other			: Provide ELPAC assessors to site.	500.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Provide staff supplemental contracts to lead the various school connectedness initiatives.	2,394.00
G2A1		Instruction	Mat & Supp				2,277.00

G2A1	Sup & Conc	Instruction	Mat & Supp			: Provide supplemental materials, supplies to support Goal 2 Activities and the Elective Wheel.	3,377.00
G2A1	Sup & Conc	Instruction	Trvl & Conf			: Funds will be utilized for teachers to attended conferences and professional learning opportunities that address school connectedness.	1,000.00
G2A1	Sup & Conc	Other Instructional Resources	Bks & Ref			: Purchase professional books and other resources that address school connectedness.	1,000.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Purchase supplemental materials and incentives to support increased attendance and decreased chronic absenteeism.	1,500.00
G4A1	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.3000		46,117.00
G4A2	Sup & Conc	Instruction	Teacher-Subs			Provide substitute release time for SSTs.	2,343.00
G4A2	Sup & Conc	Instruction	Mat & Supp			: Purchase supplemental materials and incentives to support the social-emotional initiatives implemented to decrease school suspensions and increase school connectedness.	1,500.00

\$100,727.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$17,479.00
Sup & Conc	7090	\$77,914.00
LCFF: EL	7091	\$5,334.00
Grand Total		\$100,727.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$41,496.00
G2 - All students will engage in arts, activities, and athletics	\$7,771.00
G4 - All students will stay in school on target to graduate	\$51,460.00
Grand Total	\$100,727.00