

Kirk Elementary

10621666006324

Principal's Name: Denise Romero

Principal's Signature: *Denise Romero*

The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances

<p>The School Site Council (SSC) develops and revises the 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 - Denise Romero	X				
2. Chairperson -George Zepeda		X			
3. Jasmine Rios				X	
4. Vanessa Aguilar				X	
5. Elizabeth Arrellano-Diaz				X	
6. Mercedes Velasquez				X	
7. Andrea Temple				X	
8. Kim Merchen		X			
9. Peggy Kennington		X			
10. Marcie Jackson			X		
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

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

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	Denise Romero		3/20/19
SSC Chairperson	George Zepeda		3/20/19 3

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2019/20

Kirk - 0270

ON-SITE ALLOCATION

3010	Title I	\$33,840 *
7090	LCFF Supplemental & Concentration	\$119,077
7091	LCFF for English Learners	\$61,341
		\$214,258
TOTAL 2019/20 ON-SITE ALLOCATION		\$214,258

* 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	\$1,080
Remaining Title I funds are at the discretion of the School Site Council	\$32,760
Total Title I Allocation	\$33,840

Kirk Elementary 2019-2020 - School Plan for Student Achievement (SPSA)

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate (All grade levels)	18.644 %	2.339 %	2017-2018	25 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	22.06 %	20.112 %	2017-2018	38 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	24.365 %	18.333 %	2017-2018	35 %

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

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

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

Due to our focus in ELA, we conducted many professional learning opportunities in the 18-19 school year that have impacted our student achievement in ELA. The following actions were the most effective: AC planning, sending teams to RTI/ PLC Conferences strengthened our AC data analysis. In the 2nd semester shifting our RTI focus and support staff to K-3 increased student proficiency. In addition, teachers in grades 4-6 used I-Ready and Vocabulary.com.

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

Due to our focus in ELA, we conducted few professional learning opportunities in the 18-19 school year that would have impacted our student achievement in math. Next year, we will begin the shift in further supporting our understanding of math standards and core curriculum via a Regional Mathematics focus.

EL Reclassification Rate (All grade levels)

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

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

- Language Barriers (EL, AA)
- Lack of programs and resources to support our significant subgroups (EL, AA)
- Poor attendance
- Lack of parent engagement
- transiency

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

Of the 62 students who did not meet standards, 43 were Hispanic, 18 African American & 62 were EL Learners.

- Lack of Academic Language (EL)
- Lack of Systematic RTI in mathematics (All subgroups)
- Poor attendance (Hispanic)

EL Reclassification Rate (All grade levels)

16 Long-term EL students are not being redesignated. In addition, 7 of the 16 are RSP students.

Our EL reclassification has grown from 2.3% 2017-2018 to 18% so far this year and are on track to exceed the goal of 18.644%. Our 18-19 school year began with one Certificated Tutor pulling our EL students 1-3 and providing ELD. We also included designated ELD time in our daily schedule focusing on the ELD standards.

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

- Quarterly planning-keep
- Teaching fellow-3rd grade ineffective
- CTs-Focus was changed to K-3 literacy during RTI with one CT working with EL students and the other working with Tier 2 and 3 EOs
- Tablets & accessories-Class sets were allotted 3rd-6th with one 2nd grade classroom receiving a new set
- IXL ELA- We purchased this in both ELA and Math; however, we also purchased IREADY Math/ELA which was more effective for our students.

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

The following changes will be made to Goal 1:

Action 1- Our professional learning will be focused on Mathematics as a site and Regional focus in the elementary. Teachers will receive monthly PL from the FUSD Math coaches (See Edison Regional Plan).

Action 2- For ELA the following changes will be made: IREADY will replace IXL, our 2 CTs and 2 Fellows will provide Tier 2 and 3 reading intervention for grades K-3 with one CT & Fellow focusing on EL students.

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:

SSC members felt actions from 2018-19 were working with some actions needing modifications such as additional tutoring for students. The need for counseling was requested.

2 ELAC:

Technology and school and neighborhood safety

3 Staff:

- More technology-Class set K-2
- RCA for Social Emotional support
- HSL to involve parents
- Continue IREADY in Math and ELA
- Tech accessories

Action 1

Title: Kirk Math Goal 2019-20

Action Details:

Kirk Elementary will provide comprehensive, balanced mathematical instruction through opportunities related to mathematical understanding and procedural skill in order to support working toward a greater focus and coherence. Teacher learning/support will be provided through development and refinement of high quality first instruction, focusing on the Math Language Routines and instructional strategies that meet the rigor of the standard, enhance academic language and academic discourse. Student learning/support will be based on whole group instruction, cooperative learning groups, and targeted small group intervention for identified essential standards using data from teachers created CFAs. IREADY software and professional learning will be purchased for adaptive math support, fluency and acceleration.

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:

- interim data
- pre & post test CFA data by Math unit
- Go Math unit assessments
- BBF Quarterly assessments
- KAIG
- IABs

Classroom teachers
AC teams
TSA
Teachers

August 2019-June 2020
Interim data October & January
CFA data for essential standards in math
Go Math unit assessments/Personal math trainer
IREADY Diagnostics and growth monitoring

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

Owner(s):

Timeline:

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

- All students in Tk-6 will participate in classroom based instruction in alignment with grade level standards. CFA data will monitor student progress of identified math essential standards(2-3 times per quarter).
- Small group instruction will be provided for identified and non-identified students within the classroom. Teachers will use Engage New York as a supplement and IREADY Math, Khan Academy & Prodigy software (K-6).
- Tiered Levels of Support through Response to Intervention for targeted groups (SPED, EL, African American, Foster, specific grade levels based on site data)
- Tier 1 - Ensure access to essential grade-level curriculum, identify and teach essential academic and social behaviors, provide interventions to proactively support student success
- Tier 2 - Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for student needing skill and will supports
- Tier 3 - Diagnose, treat, prioritize, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if Special Education is needed and justifiable
- District Instructional coaches will provide Edison Region teachers professional learning/support through development and refinement of high quality first instruction, focusing on the Math Language Routines and instructional strategies that meet the rigor of the standard, enhance academic language and academic discourse.
- Targeted students to receive additional support to meet grade level standards.
- Use of white boards and tablets to provide interactive practice for small groups and individual intervention or acceleration.
- Students in K-6 will focus on math fluency using an agreed upon format such as Math software, BBF, or other research based strategies. In addition, Intermediate students will focus on fraction awareness using Math software, repetitive practice and research based strategies.
- Supplemental contracts for teachers to tutor
- Funds for classroom tablets and other technological resources
- Direct Maintenance for repairs
- Substitutes for: Student Study Team meetings, Data Chats, peer observations
- Funds for Professional Learning Conferences for Staff
- Paraprofessionals
- Technology such as tablets, headphones, site licenses
- Supplemental Contracts for Certificated and Classified (ie Planning, tutoring)

- Translators
- Teaching Fellows
- Copymachine maintenance
- After School Program academic support
- Materials and supplies that support instruction including but not limited to graphics and technology

Specify enhanced services for EL students:

Teachers will utilize embedded support from adopted materials, ELD frameworks, and strategies from Making Thinking Visible (Graphic organizers) and Number Talks and TPR. They will also focus on using Mathematical Language Routines such as Three Reads to promote Academic Discourse. Some resources that will be used are: manipulatives, language frames and technology.

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

- Information will be shared with parents about student progress in mathematics during Fall parent/teacher conferences, ELAC, SSC, African American Parent Advisory and Parent Coffee Hours
- Explain the Targeted Actions for Parent Involvement (required by Title I):
- Provide on-going training regarding the implementation of the district adopted material, Go Math and how it will support the State standards.
- Sessions on how to access the at home component of Go Math will be offered for parents to participate in. i.e. Family Math Night, Parent Workshops
- School will provide a review of the EDUTEXT daily district grade update during Back to School Night and Fall Parent Conferences.
- Kirk families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment for new students.
- Parents will be provided information related to the ATLAS parent portal on Back to School Night, the first SSC/ELAC meeting.

Specify enhanced services for low-performing student groups:

We will be targeting the following subgroups: EL, African American and Hispanic subgroups. Teachers will use CFA data to identify students for small group instruction. Teachers will provide daily Math fluency practice using: BBF, Prodigy and IREADY.

Describe Professional Learning related to this action:

- Go Math online materials
- Saturday pipeline trainings for new teachers
- Developing 3 tiered level of intervention around math
- Solution Tree- PLC conference
- Sub release for AC team planning
- Regional Math ACs and Professional Learning(See Edison Math Plan)
- Sub release time for peer and or Regional grade level classroom observations
- Book study resources

Action 2

Title: Kirk ELA 2019-20

Action Details:

Kirk will support the district goal of every child moving one grade level in Reading by engaging our students in a rigorous, balanced literacy program which includes: ELA Response to Intervention model, tiered levels of support, English Language Development, and a core academic program aligned to grade level common core state standards. Instructional practices will align with FUSD Instructional Practice Guide/Literacy to include students engaged in the 3C's, grade level state standards, challenging content, standards based and SBAC aligned assessments in order to reduce the number of students reading below grade level as based on multiple reading measures (SBAC/KAIG/DRP/BAS/Illuminate/Fluency, IREADY). Via AC teams, Kirk teachers will be using the CCI process to analyze illuminate data, identify areas of focus, develop SMART goals, with a plan of action. Common formative assignments will be used to monitor the progress 2-3 times per quarter. Use designated schools hours to provide cross age articulation regarding student performance, essential standards and development of CFA's. "Learning By Doing" and other resources will be used as professional learning with staff to build more effective teams. Two.4375 Certificated Tutors and 2 fellows will provide tier 2 and 3 reading intervention as part of K-3 RTI model. IREADY software will be utilized during tier 2 intervention to strengthen instruction of foundational skills /comprehension skills and vocabulary. Technology standards will be integrated through ELA reading and writing instruction with the goal of one writing performance task each quarter to be completed on the tablet (grades 3-6). Classrooms will use various technology resources to provide practice with standards. i.e. IABs, IREADY, Vocabulary.com and Prodigy. Provide supplemental software for EL students such as Lexia, RAZ Kids as funds are available. WRSP will support RTI using Reading Mastery and Corrective Reading and other supplemental materials as funds are available.

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

- DRP(2-6)
- BPST(1)
- IREADY(K-6)
- Illuminate Interim
- BAS(K-1)
- Quarterly Writing samples
- Common formative Assessments
- ACgrade level data chats
- Administrative Walkthroughs using IPG
- Prodigy
- Vocabulary Reports
- IABs(3-6)

Owner(s):

- Teachers,Cert. Tutor
- Teachers/Teaching Fellows,Cert. Tutor
- Teachers/ TSA/RSP,CT
- Teachers/Teaching Fellows
- Teachers/Lead Teachers
- Teachers/Lead
- Teachers/Principal/MP/TSA
- Principal/MP/TSA
- Teachers
- Teachers
- Teachers

Timeline:

- Twice a year
- 3-4 week cycles
- 2 times a year
- 2 times a year
- Ongoing
- Quarterly
- Ongoing
- Ongoing
- Ongoing
- Ongoing
- Ongoing

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

For disproportionality (i.e. EL Learners and African American males), SST will continue to identify students needing supports in Academics SEL interventions. Provide RTI Coordinator for ongoing progress monitoring of identified students. Selecting students not making progress for further attention via PST and SST team meetings.

Disproportionate groups will have priority in receiving site interventions and after school supports.

AC teams will continue to provide in class instructional supports via tier 1 & 2 interventions through the RTI process. CFA data will be used to identify students needing extra support.

Teaching Fellows will work in coordination with the RTI Coordinator to provide ELA support to identified EL, Foster and Economically Disadvantaged youth.

Continue with ENP Reading mentors focusing on sight word development, foundational skills and fluency in primary grades.

Materials include but are not limited to-ELA and math journals, highlighters, whiteboard markers, whiteboards, chart paper, primary lined paper, ink, lamination color pencils for graphing. embed technology test taking skills during core subjects.using IREADY, Prodigy & Khan Academy as a support resource for ELA and Math.

Small group/one on one instruction based on performance data

Targeted students to receive additional support to meet grade level standards.

Supplemental ELA materials for Sped students.

Software: IREADY, Prodigy, Khan Academy, Vocabulary.com

Specify enhanced services for EL students:

ELPAC Intervention for EL Students, ELA Cross grade AC articulation, Vocabulary.com in support of developing academic language Provide supplemental software for EL students such as Lexia as funds are available.

Certificated Tutor will use Wonders EL curriculum materials in support of the Designated ELD program.

Classroom teachers will provide integrated ELD instruction daily using ELD support materials in Wonders. District Coach provided PL/AC in the area of integration of ELA with ELD standards

EL Coach will provide coaching support to teachers as needed.

CFA data will be disaggregated to identify EL students not making progress and in need of additional classroom support.

Quarterly monitoring of EL Redesignation Goal Setting Report

Specify enhanced services for low-performing student groups:

We will focus on EL, African American and Hispanic students reading below grade level. Identification for After School tutoring using universal screener

Identification for RTI groups using universal screener

Ongoing monitoring of RFEP students

New Technology for EL's (tablets, projectors) includes repair.

Subs for ELPAC testing

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

Parent University modules (Edutext trng.) analysis of data during SSC, ELAC and African American Parent Advisory committee meetings, Back to School Night, Open House, Fall parent /teacher conference, Quarterly progress reports, Quarterly awards assemblies, SST team meetings, Monthly Parent Coffee Chats, Family Literacy Night, Parent workshops

Describe Professional Learning related to this action:

Professional Learning around RTI best practices for Tier 2 & 3

Teaching and Assessing Cycle

Data Analysis and Response

Engagement by Design

PL for teachers via PLC conference

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0270 Kirk 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	Parent Participation	Cls Sup-Sup			Parent participation: SSC,ELAC,Coffe hr., flyers, newsletters, etc.	1,500.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for AC planning, SST meetings, IEPs, professional learning	7,000.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: i-Ready ELA and math instructional software and diagnostic tool, PL	7,661.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Professional learning, text sets, educational software	5,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Student incentives, parent meetings, instructional materials, materials and supplies, etc.	7,333.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Tech repair and maintenance	2,000.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: i-Ready ELA and math instructional software and diagnostic tool, PL	7,659.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			: Tablets, projectors, doc cameras, headphones, etc.	2,850.00
G1A2	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : Inter-Act Fellows for reading intervention support	21,230.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2500		27,551.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2500		22,101.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			After school tutoring	4,012.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			: Tablets, projectors, doc cameras, headphones, etc.	10,154.00
G1A2	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : Inter-Act Fellows reading intervention support	2,700.00
G1A2	Sup & Conc	Instruction	Travel			: Solution Tree PLC at Work Institute	10,000.00
G1A2	Sup & Conc	Instruction	Direct-Graph			: Wonders resources, climate and culture materials, etc.	500.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1875		20,664.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1875		16,575.00
G1A2	LCFF: EL	Instruction	Bks & Ref			: Educational software, resources, text sets, etc.	4,999.00
G1A2	LCFF: EL	Instruction	Mat & Supp			: Instructional materials, educational resources and curriculum, etc.	4,051.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			: Tablets, educational tech, etc.	9,051.00
G1A2	LCFF: EL	Instruction	Direct-Other			: District ELPAC Assessors	2,500.00

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0270 Kirk Elementary (Locked)

\$197,091.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	66.429 %	38.504 %	2017-2018	80 %

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

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

Goal 2 Participation Rate

- Increase of school wide goal 2 activities during the school day, especially for TK-1 grade students.
- Increase of after school clubs & tutoring
- Encourage 3rd grade for sports program including Track & Field, Cross country, cheerleading and dance
- Continue Music programs for primary grades
- **Kind Kids Club**
- **Beat the Odds Program grades 5 & 6**
- Student Council
- Safety Patrol
- Spelling Bee
- Talent Show
- Multicultural Programs
- Saturday Sports Program
- Meaningful work (increase sense of belonging)

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

Goal 2 Participation Rate

No disproportionality among subgroups. Better monitoring of Goal 2 student participation needed to monitor through out the year.

SSC, ELAC and African American Advisory Committee feedback

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

We have a large number of students who participate in Goal 2 activities, but our engagement input does not reflect the amount of participation. Action steps must be taken to ensure all engagement participation is inputted in ATLAS.

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

Goal 2 personnel will be trained in keeping track and inputting engagements to ensure all participation is accurately counted.

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:

Types of clubs and activities are shared with SSC. Feedback is recorded in SSC minutes.

2 ELAC:

Types of clubs and activities are shared with ELAC. Feedback is taken to SSC for advisement.

3 Staff:

Climate and Culture Team reviews Panorama data to gauge student connectedness and identify areas of improvement and club needs.

Action 1

Title: Kirk Goal 2

[Action Details:](#)

.Kirk School will increase Goal 2 participation throughout the year by engaging in clubs, athletic teams, co-curricular activities and visual and performing arts activities, and class sponsored activities. School will provide an inclusive school climate, focused on building relationships. 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 School, through participation in Goal 2 activities, with attention given to reducing disproportionality in Goal 2 participation. School 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.

One such action-School will institute a Kind Kids Club to decrease the problems with teasing, bullying and inclusion. Kindness rallies will be held. Coordinate Student Council with school initiative to decrease bullying. Parent involvement efforts to support anti-bullying activities at school. Morning Meetings(daily) and weeklyClass meetings to stress conflict resolution and inform about different types of bullying by discussing the issues and brainstorming ways to alleviate the problem at Kirk. Upper grade level leaders will be used as peer models for our primary students to model kindness in common areas. Utilize "caught doing something Kind" and positive behavior tickets. Tickets to go into a raffle. Prizes to raffle away on Friday. Monthly lunch with principal to encourage positive behavior.

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

PowerBI data trends
ATLAS Engagement Tool Report
Common Area referrals
Restorative Chats records
SST action plans.
Problem Solving Team(PST) Referrals
Individual behavior support plans

Owner(s):

Principal
RP counselor
CCT
Restorative Practices Counselor
VP
RTI coordinator/PST
VP/Teachers

Timeline:

Weekly
As needed
Quarterly
Weekly
Quarterly
Monthly
Monthly
When needed

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

- After school clubs & tutoring
- Sports activities for grades 2-6
- Student Council
- Meaningful work
- Music activities grades K-6
- Beat the Odds-SEL Drumming 5th grade
- Purple & Green celebration (behavior)
- Mentoring programs- Success Mentor, Girl Power, Young Men of Character
- RP counselor
- School multicultural & Holiday programs and assemblies
- Kindness Club & rallies

Specify enhanced services for EL students:

- All information to parents translated in Spanish
- Spanish -speaking personnel available
- Bilingual personnel- teachers/aides in all PreK-1 classes (where the majority level 1 students are)

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

Parent Coffee chats (School & Neighborhood safety)
ELAC, SSC African American Advisory Committee meetings
Parent participation in school programs and awards assemblies
Parent meetings (Restorative Practices counselor)held monthly

Specify enhanced services for low-performing student groups:

We will focus on students with disabilities. Use of engagement tool to involve students who are lacking involvement.
Home visits
Utilize RP counselor, CWA and mentors to make parent connections

Describe Professional Learning related to this action:

Sports Coaches training (District)
SSC annual training
CCT and CCT TSA PLs for Teachers
Trauma Informed Practices (Approaches to use for specific kids)RP Counselor
Culturally Responsive Teaching and the Brain PL

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	100 %	96.429 %	2017-2018	100 %
Exposure to Careers - 4th Grade	100 %	97.959 %	2017-2018	100 %
Exposure to Careers - 6th Grade	97 %	92.683 %	2017-2018	99.683 %

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

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

Exposure to Careers - 3rd Grade

Student ability to self-manage may have been a key factor. Teachers should find alternate supervision so all students are exposed to work/career learning experiences. Our goal is to make the events more meaningful by adding more extension activities within the classroom.

Exposure to Careers - 4th Grade

Student ability to self-manage may have been a key factor. Teachers should find alternate supervision so all students are exposed to work/career learning experiences. Our goal is to make the events more meaningful by adding more extension activities within the classroom.

Exposure to Careers - 6th Grade

Field trip experiences should have follow up learning in class to make trip more purposeful. Efforts to find extra supervision for students with self-control issues, should be utilized. Our goal is to make the events more meaningful by adding more extension activities within the classroom.

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

Exposure to Careers - 3rd Grade

Currently our 3rd grade students with Autism do not participate in Goal 3 activities. We will develop ways to include students in exposure to career opportunities.

Exposure to Careers - 4th Grade

Currently our 4th grade students with Autism do not participate in Goal 3 activities. We will develop ways to include students in exposure to career opportunities.

Exposure to Careers - 6th Grade

Currently our 6th grade students with Autism do not participate in Goal 3 activities. We will develop ways to include students in exposure to career opportunities.

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

Our intent was to have 100% participation even for students exhibiting concerning behavior however we were unable to recruit a sufficient amount of parent and staff chaperones to allow 100% participation.

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

Our goal will be to prepare to recruit parents and staff in advance to ensure students with challenging behaviors participate successfully. We will also include planning for inclusion opportunities for our Autism program students.

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:
Engagement and school-wide data is shared regularly with SSC. Feedback is recorded in SSC minutes.

2 ELAC:
Engagement and school-wide data with a focus on EL students is shared regularly with ELAC. Feedback is reported to SSC meeting and taken under advisement.

3 Staff:
Climate and Culture Team discussed data and determined that student behavior was the reason some students were not attending CTE sponsored trips. Group feels that field trips are learning experience in which all students should participate. Students should be allowed time to process information from the trip through classroom follow-up with instruction.

Action 1

Title: Kirk CTE Activities

Action Details:

All students must attend Goal 3 sponsored field trips as a part of student learning of workplace competences for workplace success. Chaperones will be provided to ensure safety during the field trips. Fingerprinting will be provided for chaperones to participate, especially for those students who exhibit concerning behaviors. Field trips should be utilized as a learning opportunity for students. Students will have a student guide to help them focus on certain information that will be reviewed after students return to the site to make the field trip more purposeful. Behavior will not be a deterrent for students to not to attend.

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

Field trip permission slips (return rate)
Grade level study guide or field trip focus questions

Owner(s):

Teachers
VP

Timeline:

Field trips offered through the school year.

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

After attending field trip, students should have follow-up instruction to process what was highlighted during the trip.

Specify enhanced services for EL students:

Teachers and other staff will accompany identified students and translate information shared during the trip.

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

Parents will be encouraged to return permission slips and attend field trip for increased student supervision. Office will work with parents to ensure fingerprints and background (Megan's law) check is completed.

Data and opportunities for feedback will be given via SSC, ELAC, and African American Advisory Committee meetings.

Specify enhanced services for low-performing student groups:

We will focus on SPED students.

Describe Professional Learning related to this action:

Review of district chaperone policy

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	11.452 %	15.904 %	2017-2018	9 %
Suspensions Per 100	6.381 %	7.876 %	2017-2018	5 %

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

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

Chronic Absenteeism

Total of 39 students grades PK-6 who are identified as Chronically absent/tardy. This is a decrease of 6 students from 2017-2018. Eleven students on the list are SPED students. 5 are K students. There are no chronically absent 2nd or 6th graders. Kirk has an attendance rate of 95.81% (Power BI)

Suspensions Per 100

Kirk has observed a 2 % drop in student suspensions. as measured by Power BI, compared to 2017-18 (overall & subgroups). The suspension rate is 6.65 %. Interventions such as Restorative Practices, Young Men of Character & Girl Power clubs, Purple & green celebrations should continue into 2019-20.

Results of the student survey 2017-18 show only 80% of students & adults responded positively on School Safety. **"Feel safe at school or around school, includes verbal abuse, teasing or exclusion."**

Student survey results for 2017-18 show that 72.17% of students responded positively on **"Self Management"** question. 72.14% responded positively for **"Social Awareness"**

80% of parent, teachers and students identify School Safety as an areas of focus as measured by School surveys 2017-18.

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

Chronic Absenteeism

Largest disproportional group is SPED (11 out of 56 students) and K students(12 out of 76).

A larger number of our SPED students have major health issues which has contributed to the higher number of student absences for this subgroup.

Suspensions Per 100

Increase in African American subgroup from 14.7 % in 2017 to 21.5% in 2018-2019.

Increase in Foster Youth subgroup from 33.3% in 2017 to 66.67% in 2018-2019. (2 students)

Decrease in all other subgroups

Disproportionality continues for African American students, especially, African American males.

The majority have attended Kirk for less than 2 years.

Transient students have difficulty upon returning to Kirk.

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

Certificated Tutors & CA Teaching Fellows purchased with Title 1 funds to improve reading achievement for tier 2 and 3 students. Data shows students in primary classes with Teaching Fellows increased the numbers of students made gains in reading. Students served by 2, 3.5 CTs, also showed gains in ELA scores (Interim 1 to Interim 2). No site funds were used to purchase personnel for Attendance & Suspensions actions. We did not have a CWA this year which impacted our MBK and Success Mentor program. This may have impacted the increased number of Foster and African American youth being suspended.

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

We did not have an RCA this year which impacted our Tier 2 and 3 students. In order to insure that these students social emotional needs are being met we have included a 3.5 hour RCA position in the 2019-2020 budget. We are currently working with DPI to hire a full time CWA for the 2019-2020 school year in order to insure that our chronically absent students and families are being supported.

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:

PowerBI data is shared regularly with SSC. Feedback is recorded in SSC minutes.

Parents expressed a need for more counseling for students.

2 ELAC:

PowerBI data is shared during ELAC, feedback to given to SSC for advisement.

Parents expressed a need for more counseling for students.

3 Staff:

Climate and Culture team reviewed Power BI data for behavior, suspensions, and absences. An action plan was developed to track and target Tier 1, 2, and 3 misbehaviors. An incentive program was also discussed.

Action 1

Title: School suspensions

Action Details:

Kirk School will work to improve overall suspension rates as well as decrease the number of suspensions for students who are disproportionately suspended at greater numbers than other students. The Climate & Culture Team is leading the work in building systems and processes to address student discipline. Focus of the team should be on identifying strategies such as conflict resolution by building student agency and identity.

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

PowerBi Suspensions

RCA/RP Counselor referrals

Common Area referral tickets

Model Morning meetings

Model class meetings

Goal 2 participation

SEL Parent Education

Owner(s):

CCT/Admin

RCA/RP

CCT

RP

RP

VP

RP

Timeline:

Weekly

Weekly

Weekly

As needed

As needed

Quarterly

Monthly

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

- CHAMP expectations in all classrooms
- SEL Groups with Restorative Practices Counselor
- Beat the Odds 5th
- Meaningful Work
- Re-entry Meetings(Suspensions)
- PowerBi Suspensions
- Problem Solving Team(PST)-Academic/Behavior
- Purple & Green Celebrations
- SST Meetings
- Informal & Formal Behavior plans
- Success Mentors, Young Men of Character & Girl Power Mentoring
- Kind Kids Club
- Anti-bullying rallies
- Kirk Positive Behavior Treasure Box
- Clubs, sports and other extra-curricular activities to increase school connectedness
- Student incentives

Specify enhanced services for EL students:

All school flyers and messages translated in Spanish

Translators available for SST & IEP meetings when needed.

Data reviewed during SSC & ELAC meetings

Specify enhanced services for low-performing student groups:

We will focus on African American, Foster Youth and Hispanic students.

Home visits

Parent outreach to underrepresented parent subgroups

Targeted small SEL counseling groups

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

District-provided training for parents on Restorative Practices, RP counselor to provide training for families in resolving issues to support student achievement.

PowerBI Student data shared during SSC, ELAC and African American Advisory Committee meetings.

Invite community building groups on site to involve parents in neighborhood improvement efforts.

Describe Professional Learning related to this action:

- Support Staff will receive Restorative Practices training through School Climate and Restorative Practices Offices. Restorative Practices Coach will provide 3 professional learnings for staff throughout the year.
- NTAs will be provided professional learning to build their capacity in working with students on the playground in a more positive manner.
- CC team co-lead professional learning
- Safe & Civil Schools (CHAMPS) training for new teachers
- Trauma Informed practices
- Success Mentors training

Action 2

Title: Chronic Absenteeism

Action Details:

To reduce the rate of chronic and truant absenteeism by engaging targeted TK-3 students/parents in My Brother's Keepers Mentoring programs and attendance monitoring activities. Kirk staff will meet with parents and students with chronic absences and set goals for improved attendance. CWA will closely work with attendance clerk and classified staff to support parent involvement, school connectedness and good school attendance. Academic supports will be assigned to students by administration, once attendance improves and teachers begin to see gaps in learning close then students will be exited from the 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

Use of MBK model to monitor students daily, CWA will be team lead to monitor Success Mentor training and activities, purchase materials and parent involvement.

Identified list of students determined by Power BI and ATLAS data

Student Success Celebrations

Awards Assemblies

Owner(s):

Principal

CWA

Admin/CWA

CWA

Teachers

Timeline:

August 1, 2019-June 30, 2020

Quarterly

Quarterly

Quarterly

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

PowerBI data

- 95.90% attendance rate
- 9.9% Chronic absent rate
- 3 percent decrease from 2017-2018

Owner(s):

CWA/Admin

Timeline:

Weekly/Quarterly

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

Daily mentoring and monitoring of students chronically late for school or high level of absences.

Home visits by CWA

SST meetings

Incentives for students making progress

Girl Power, Young Men of Character, Bigs in Blue (Mentoring)

PST meetings

Specify enhanced services for EL students:

Spanish speaking CWA

Specify enhanced services for low-performing student groups:

We will focus on Homeless and Foster Youth.

Interpreters for ELAC & SSC meetings (Stress importance of regular school attendance),
SST meeting when needed

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

Parent University parent workshops
SSC meetings -data sharing
Fall Parent Teacher conferences
A2A meetings
PowerBI Student data shared during SSC, ELAC & African American Advisory Committee meetings.
Babysitting will be offered for parent meetings such as SSC, ELAC, African American Advisory Committee

Offer Saturday School
Home visits
Parent outreach for underrepresented parent subgroups

Describe Professional Learning related to this action:

Social Emotion Learning training
Success Mentors overview training
SEL Parent training

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0270 Kirk 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	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		13,065.00
G4A2	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting	601.00
G4A2	LCFF: EL	Parent Participation	Othr Crt-Sup			Parent conferences, translating documents (Spanish/Hmong)	1,500.00
G4A2	LCFF: EL	Parent Participation	Cls Sup-Sup			Translators/Interpreters for parent conferences, parent meetings, translating documents, etc.	2,001.00

\$17,167.00

2019-2020 Budget for SPSA/School Site Council

State/Federal Dept 0270 Kirk Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Parent participation: SSC,ELAC,Coffe hr., flyers, newsletters, etc.	1,500.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for AC planning, SST meetings, IEPs, professional learning	7,000.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: i-Ready ELA and math instructional software and diagnostic tool, PL	7,661.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Professional learning, text sets, educational software	5,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Student incentives, parent meetings, instructional materials, materials and supplies, etc.	7,333.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Tech repair and maintenance	2,000.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: i-Ready ELA and math instructional software and diagnostic tool, PL	7,659.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			: Tablets, projectors, doc cameras, headphones, etc.	2,850.00
G1A2	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : Inter-Act Fellows for reading intervention support	21,230.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2500		27,551.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2500		22,101.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			After school tutoring	4,012.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			: Tablets, projectors, doc cameras, headphones, etc.	10,154.00
G1A2	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : Inter-Act Fellows reading intervention support	2,700.00
G1A2	Sup & Conc	Instruction	Travel			: Solution Tree PLC at Work Institute	10,000.00
G1A2	Sup & Conc	Instruction	Direct-Graph			: Wonders resources, climate and culture materials, etc.	500.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1875		20,664.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1875		16,575.00
G1A2	LCFF: EL	Instruction	Bks & Ref			: Educational software, resources, text sets, etc.	4,999.00
G1A2	LCFF: EL	Instruction	Mat & Supp			: Instructional materials, educational resources and curriculum, etc.	4,051.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			: Tablets, educational tech, etc.	9,051.00
G1A2	LCFF: EL	Instruction	Direct-Other			: District ELPAC Assessors	2,500.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		13,065.00
G4A2	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting	601.00
G4A2	LCFF: EL	Parent Participation	Othr Crt-Sup			Parent conferences, translating documents (Spanish/Hmong)	1,500.00
G4A2	LCFF: EL	Parent Participation	Cls Sup-Sup			Translators/Interpreters for parent conferences, parent meetings, translating documents, etc.	2,001.00

\$214,258.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$33,840.00
Sup & Conc	7090	\$119,077.00
LCFF: EL	7091	\$61,341.00
Grand Total		\$214,258.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$197,091.00
G4 - All students will stay in school on target to graduate	\$17,167.00
Grand Total	\$214,258.00