

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: June 10, 2020

Title I SWP

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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


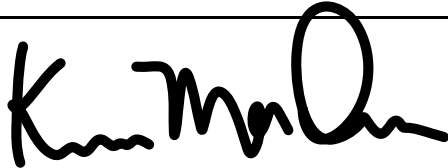
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Denise Romero	X				
2. Chairperson – Kimberly Merchen		X			
3. Secretary-Peggy Kennington		X			
4. DAC Rep-Elizabeth Arrellano-Diaz				X	
5. George Zepeda		X			
6. Patty Linares-Rivera				X	
7. Vanessa Aguilar				X	
8. Jasmine Rios				X	
9. Roberta Beach				X	
10. Annette Orosco			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

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Denise Romero		4/28/20
SSC Chairperson	Kimberly Merchen		4/30/20

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2020/21

Kirk - 0270

ON-SITE ALLOCATION

3010	Title I	\$40,704 *
7090	LCFF Supplemental & Concentration	\$121,146
7091	LCFF for English Learners	\$58,674
TOTAL 2020/21 ON-SITE ALLOCATION		\$220,524

* 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	\$1,152
Remaining Title I funds are at the discretion of the School Site Council	\$39,552
Total Title I Allocation	\$40,704

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

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	38 %	25.146 %	2018-2019	40 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	35 %	17.442 %	2018-2019	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)

Implemented ELARTI with certificated tutor support, which focused on K-3 literacy to increase student proficiency in ELA. This proved effective based on iReady diagnostic data from fall to winter, with 3rd grade improving 13 percentage points; 2nd grade improved 14 percentage points, and 1st grade 5 percentage points. For 3rd-6th, ELARTI includes the use of iReady diagnostic data, lessons, and Ready Teacher Toolbox to respond to student gaps in grade level standards. Fourth grade improved 5 percentage points from fall to winter; 5th improved 6 percentage points; and 6th grade decreased by 3 percentage points, but the number of students 3 grade levels or below decreased 12 percentage points and student 1 grade level or below increased 15 percentage points. Third-6th grade teachers administered IABs quarterly beginning in the winter semester. All grade levels administered teacher created CFAs based on essential grade level standards. General education teachers collaborated with RSP teacher to ensure grade level standards are being addressed. We are currently evaluating the effectiveness of this process. Teachers were provided supplemental contracts for after school tutoring, but a progress monitoring tool needs to be developed to determine effectiveness.

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

Implemented monthly grade specific regional math professional learning for grades 1st-6th led by district math coaches. Based on classroom observations, weekly PLC meetings, math side by side coaching and feedback the new learning is being implemented. Students are having discussion about math and discussing various ways to utilize strategies to solve rigorous math problems. Manipulatives and anchor

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)
- Chronic Absenteeism
- Need effective SEL strategies/skills instruction
- Need to improve parent outreach and engagement
- Transiency
- 26 Long-term EL students have not been redesignated. In addition, 7 of the 26 are RSP students.

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

- Need to build academic language for EL students
- Need for structured RTI in Mathematics
- Need to consistently monitor RTI Mathematics program
- Chronic Absenteeism(White)
- Of the 142 students who did not meet standards, 112 were Hispanic, 23 were African American and 62 were EL Learners.

charts are being used during instruction to support learning. A need for professional learning around mathematical language routines was not implemented this year, but will be addressed for the 2020-21 school year. Although work has been done around developing and implementing a fluency plan, a need for a full year's implementation is needed. The above actions are proving effective based on fall to winter iReady diagnostic data: 1st grade improved 10 percentage points; 2nd grade improved 2 percentage points, and Tier 3 decreased 24 percentage points; 3rd grade improved 5 percentage points and Tier 3 decreased 21 percentage points; 4th grade improved 13 percentage points; 5th grade improved 15 percentage points and decreased Tier 3 by 24 percentage points; 6th improved 5 percentage point and Tier 3 decreased 29 percentage points.

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

There were no major differences between the intended and actual implementation of actions and budget expenditures to meet goals.

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.

ELA

- RCA position will be increased from 3.5 hours to 6 hours
- North Star Counseling(District Provided)
- Springboard ELA Program Grades 1-4(District Provided)
- Write Tools training for Systematic writing to improve writing instruction for grades K-6
- K-2 Literacy Focus
- IXL

Math

- RCA position will be increased from 3.5 hours to 6 hours
- North Star Counseling(District Provided)
- Write Tools training for Systematic writing to improve writing instruction for grades K-6
- MLD Program(District Sponsored)
- EF+ Math Program(District A4 office Sponsored)
- IXL

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 felt that the actions from 2019-2020 were effective specifically tutoring and SEL supports.

2 ELAC:

Spanish classes for kids
 Folkloric dance.
 English and GED classes for parents

3 Staff:

- Continue with Community Education Specialist to assist with Chronic Absenteeism and parent connection
- Structured Writing Program
- Full time RCA
- Use of CTs and Teaching Fellows for RTI is effective
- Continued refresh of RTI

Action 1

Title: Kirk Math Goal 2020-21

[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, MLD/BBF and other 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 teacher created CFAs and IREADY diagnostic data. 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:](#)

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

Classroom teachers
 PLC teams
 TSA
 Teachers

August 2019-March 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 Math Lesson Design/BBF and IREADY Math, Khan Academy & Prodigy software (K-6). In addition our 6th grade will be participating in Mathematics research with the Bill Gates foundation where they will be learning how executive function skills will support mathematical reasoning.
- 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, use 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
- Swan Consulting along with District Instructional coaches will provide Kirk teachers professional learning/support through development and refinement of high quality first instruction, focusing on Math Lesson Design/BBF, 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 based on data.
- Use of white boards and laptops/tablets to provide interactive practice for small groups and individual intervention or acceleration.
- Students in K-6 will focus on math fluency using our Kirk Fluency plan provided by the Math department. 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/laptops and other technological resources
- Direct Maintenance for repairs
- Certificated Substitutes for: Student Study Team meetings, Data Chats, peer observations
- Funds for Professional Learning Conferences for Staff
- Paraprofessionals
- Technology such as tablets/laptops, headphones, site licenses
- Supplemental Contracts for Certificated and Classified (ie Planning, tutoring)
- Translators
- Teaching Fellows
- Copy machine 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 Math Lesson Design and BBF along with embedded supports from adopted materials, California ELD Standards and 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. Classroom teachers will provide integrated ELD instruction daily using ELD support materials in Go Math. District Coach provide coaching for PLCs in the area of integration of Math with ELD standards 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 Ongoing monitoring of RFEP students New Technology for EL's (tablets, projectors) includes repair..

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

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 (see plan) using: BBF, Prodigy and IREADY.

Describe Professional Learning related to this action:

District provided Math Lesson Design/BBF training
6th grade Math research project with the Bill Gates Foundation
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 PLC team planning
Regional Math PLCs and Professional Learning (See Edison Math Plan)

SSC/ELAC meeting.

Sub release time for peer and or Regional grade level classroom observations

Book study resources

PL for teachers regarding the integration of ELD instruction and the ELD standards.

Action 2

Title: Kirk ELA 2020-21

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 PLC teams, Kirk teachers will be using the CCI process to analyze 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 school hours to provide cross age articulation regarding student performance, essential standards and development of CFAs. "Learning By Doing" and other resources will be used as professional learning with staff to build more effective teams. K-2 teachers will be provided additional training with the Edison Region around K-2 foundational literacy skills. Two.4375 Certificated Tutors and 2 teaching 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, and Prodigy. Provide supplemental software for EL students such as Lexia, RAZ Kids as funds are available. RSP 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

- BPST(1)
- IREADY(K-6)
- IReady Interim
- Quarterly Writing samples
- Common formative Assessments
- PLC grade level data chats
- Administrative Walkthroughs using IPG
- Prodigy
- IABs(3-6)
- Write Tools
- I-Ready Teacher Toolbox

Owner(s):

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

Timeline:

- Twice a year
- 3 times a year
- 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.

PLC 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.

Inter-Act 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, RAZ Kids 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, RAZ Kids

Write Tools Training & binders

Specify enhanced services for EL students:

ELPAC Intervention for EL Students and ELA Cross grade PLC articulation. 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 provide coaching for PLCs in the area of integration of ELA with ELD standards

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

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

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

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

PL for teachers regarding the integration of ELD instruction and the ELD standards.

K-2 Foundational Skills Edison Regional Training

Write Tools PL

2020-2021 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	Sup & Conc	Instruction	Teacher-Subs			Subs for AC planning, SST mtgs., IEPs, PL	4,000.00
G1A1	Sup & Conc	Instruction	Bks & Ref			IXL educational software subscription	2,900.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Student incentives, parent meetings, instructional materials, materials and supplies	8,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Tech repair and maintenance	1,000.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Write Tools instructional materials	2,355.00
G1A2	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : Inter-Act Fellows for reading intervention support (2 Fellows)	22,764.00
G1A2	Title 1 Basic	Instruction	Cons Svc/Oth			Write Tools, LLC : Write Tools Professional Learning (70%)	9,746.00
G1A2	Title 1 Basic	Instructional Library, Media & Te	Bks & Ref			: Curriculum Associates: i-Ready Teacher Toolbox	3,740.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2500		23,861.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2500		19,633.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Tablets, projectors, doc cams, headphones, etc.	9,278.00
G1A2	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : Inter-Act Fellows: reading intervention support	2,700.00
G1A2	Sup & Conc	Instruction	Direct-Graph			Wonders resources, climate and culture materials, etc.	1,000.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1875		17,899.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1875		14,724.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			After school tutoring	3,000.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Instructional materials and resources	5,296.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			Tablets, headphones, educational technology	7,000.00
G1A2	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	2,500.00
G1A2	LCFF: EL	Instruction	Cons Svc/Oth			Write Tools, LLC : Write Tools Professional Learning (30%)	4,255.00

\$165,651.00

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	80 %	8.516 %	2018-2019	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

A slight improvement was made in providing more opportunities for TK-2 students to participate in clubs and after school activities. Cheer, music, and cultural performances were provided for TK-2 grade students; however, there is still a lack of after school clubs and sports opportunities. Our goal of increasing third grade participation in sports programs such as Track & Field, Cross Country, cheerleading, and dance was achieved. In addition, wrestling was also offered.

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. We will continue to improve our monitoring system to include training our coaches and club leaders to input student participants throughout the year.
Need to provide more opportunities to attain parent feedback, (SSC, ELAC & AA parents)

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 doesn't reflect the amount of participation. We will provide training to coaches and club leaders to ensure that 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.

We will provide training to coaches and club leaders to ensure that all engagement participation is inputted in ATLAS.

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 fro 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 dis-proportionality 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 continue to 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 weekly Class 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

- Music activities grades K-6

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
- Lions Club celebration (behavior)
- Mentoring programs- Success Mentor, Girl Power, Young Men of Character
- RP counselor
- RCA
- 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 %	88.889 %	2018-2019	100 %
Exposure to Careers - 4th Grade	100 %	92 %	2018-2019	100 %
Exposure to Careers - 6th Grade	99.683 %	92.683 %	2018-2019	100 %

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

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

Exposure to Careers - 3rd Grade

Our goal is to continue to make the events more meaningful by adding more extension activities within the classroom.

Exposure to Careers - 4th Grade

Students in SPED SDC classes had inclusion opportunities this year. We would like to continue to create meaningful extension activities within the classroom.

Exposure to Careers - 6th Grade

Field trip experiences such as 6th grade camp included extra supervision to ensure students with self-regulation

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 are invited to participate in Goal 3 activities, however, we were unable to meet this goal as our SPED Autism teachers felt that the trips were not aligned with our SPED Autism student's social emotional needs. We will work with the Goal 3 office to develop more inclusion opportunities to fit the social-emotional needs of students with Autism.

Exposure to Careers - 4th Grade

Exposure to Careers - 6th Grade

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 including our SPED Autism program; however, we were unable to meet this goal as our SPED Autism teachers felt that the trips were not aligned with our SPED Autism student's social emotional needs.

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 students with Autism.

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 the SSC minutes.

2 ELAC:

Spanish classes for students. Folklorico dance for students.
English and GED classes for students.

3 Staff:

More enrichment activities for students during the day.

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.

Specify enhanced services for low-performing student groups:

We will focus on SPED students.

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.

Describe Professional Learning related to this action:

Review of district chaperone policy

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

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	9 %	14.951 %	2018-2019	9 %
Suspensions Per 100	5 %	7.583 %	2018-2019	4 %

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 37 students grades PK-6 who are identified as Chronically absent/tardy. This is a decrease of 7 students from 2018-19 school year. Eighteen(18) on the list are SPED students. Twelve(12) are K students. Kirk has an attendance rate of 95.86.

Suspensions Per 100

Kirk has observed a 4.21 %drop in student suspensions. as measured byPower BI, compared to 2018-19 (overall &subgroups). The suspension rate is 4.10 %. Interventions such as Restorative Practices, Young Men of Character &Girl Power clubs,Lion's Club celebrations should continue into 2020-21. Results of the student survey2018-19 show only 65%of students responded positively on School Safety. "Feel safe at school or aroundschool, includes verbal,Cub club, and North Star abuse, teasingor exclusion." Student surveyresults for 2017-18 showthat 72.17%of students responded positivelyon "Self Management" question. 72.14%responded positivelyfor "SocialAwareness" 80%of parent, teachers and students identifySchool Safetyas an areas of focus as measured bySchool

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 (18 out of 68 students) and K students(13 out of 60), A larger number of our SPED students have major health issues which has contributed to the higher number of student absences for this subgroup. Kinder parents tend to limited understanding of the importance of attendance for Kindergarten.

Suspensions Per 100

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

There were no major differences in the intended and actual implementation of actions and budget expenditures. This year, our district placed a community educational specialist on campus whose focus was attendance and mentoring. This position allowed for the continuation of more structured mentoring activities which improved students SEL skills and school connectedness. The My Brother's Keeper initiatives which focused on incentives and goal-setting for chronically absent students continued.

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.

DPI provided a community education specialists to respond to attendance needs and parent communication in place of a CWA as well as organize and supervise mentoring opportunities for students
 RCA position will be increased from 3.5 hours to 6 hours to support our chronically absent 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:

Continue counseling services for students, incentives, music, sports, and activities for students

2 ELAC:

More counseling for students

3 Staff:

Increase the number of RCA hours

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

RCARP

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
- Lions Club 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

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.

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

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

Interpreters for ELAC & SSC meetings (Stress importance of regular school attendance),

SST meeting when needed

Specify enhanced services for low-performing student groups:

We will focus on Homeless and Foster Youth.

Offer Saturday School

Home visits

Parent outreach for underrepresented parent subgroups

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

Parent University parent workshops

SSC meetings -data sharing

Parent Coffee Hour

Fall Parent Teacher conferences

Describe Professional Learning related to this action:

Social Emotion Learning training

Success Mentors overview training

SEL Parent training

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

2020-2021 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	0.7500		48,774.00
G4A2	Title 1 Basic	Parent Participation	Cls Sup-Sup			Parent Participation: Babysitting	598.00
G4A2	Title 1 Basic	Parent Participation	Cls Sup-Sup			Parent participation and communication	1,501.00
G4A2	LCFF: EL	Parent Participation	Othr Crt-Sup			Certificated translators: parent conferences, translating documents (Spanish/Hmong)	2,000.00
G4A2	LCFF: EL	Parent Participation	Cls Sup-Sup			Classified Translators/Interpreters: parent conferences, parent mtgs., translating documents, etc.	2,000.00

\$54,873.00

2020-2021 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	Sup & Conc	Instruction	Teacher-Subs			Subs for AC planning, SST mtgs., IEPs, PL	4,000.00
G1A1	Sup & Conc	Instruction	Bks & Ref			IXL educational software subscription	2,900.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Student incentives, parent meetings, instructional materials, materials and supplies	8,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Tech repair and maintenance	1,000.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Write Tools instructional materials	2,355.00
G1A2	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : Inter-Act Fellows for reading intervention support (2 Fellows)	22,764.00
G1A2	Title 1 Basic	Instruction	Cons Svc/Oth			Write Tools, LLC : Write Tools Professional Learning (70%)	9,746.00
G1A2	Title 1 Basic	Instructional Library, Media & Te	Bks & Ref			: Curriculum Associates: i-Ready Teacher Toolbox	3,740.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2500		23,861.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2500		19,633.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Tablets, projectors, doc cams, headphones, etc.	9,278.00
G1A2	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : Inter-Act Fellows: reading intervention support	2,700.00
G1A2	Sup & Conc	Instruction	Direct-Graph			Wonders resources, climate and culture materials, etc.	1,000.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1875		17,899.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1875		14,724.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			After school tutoring	3,000.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Instructional materials and resources	5,296.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			Tablets, headphones, educational technology	7,000.00
G1A2	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	2,500.00
G1A2	LCFF: EL	Instruction	Cons Svc/Oth			Write Tools, LLC : Write Tools Professional Learning (30%)	4,255.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		48,774.00
G4A2	Title 1 Basic	Parent Participation	Cls Sup-Sup			Parent Participation: Babysitting	598.00
G4A2	Title 1 Basic	Parent Participation	Cls Sup-Sup			Parent participation and communication	1,501.00
G4A2	LCFF: EL	Parent Participation	Othr Crt-Sup			Certificated translators: parent conferences, translating documents (Spanish/Hmong)	2,000.00
G4A2	LCFF: EL	Parent Participation	Cls Sup-Sup			Classified Translators/Interpreters: parent conferences, parent mtgs., translating documents, etc.	2,000.00

\$220,524.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$40,704.00
Sup & Conc	7090	\$121,146.00
LCFF: EL	7091	\$58,674.00
Grand Total		\$220,524.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$165,651.00
G4 - All students will stay in school on target to graduate	\$54,873.00
Grand Total	\$220,524.00