

Kratt Elementary

106216660063321

Principal's Name: Carol Badawi

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Carol Badawi', written over a large, stylized circular flourish.

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

Title I SWP

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District Goals	
<p>The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances

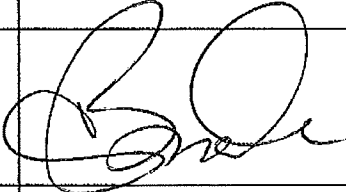
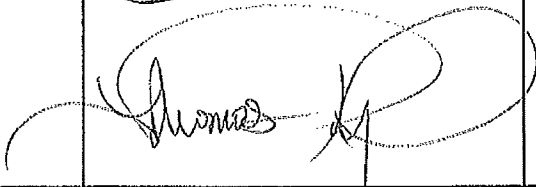
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Carol Badawi	X				
2. Chairperson – Thomas Putzel				X	
3. Kristin Weatherson		X			
4. Sandra Ramirez		X			
5. Carolina Cervantes-Ruiz		X			
6. Cammie Southern			X		
7. Jennifer Dervin				X	
8. Kim Kole				X	
9. Tiffany Jimenez				X	
10. Jenelle Pitt				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 Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Carol Badawi		3/22/18
SSC Chairperson	Thomas Putzel		3/22/18

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2018/19

Kratt - 0285

ON-SITE ALLOCATION

3010	Title I	\$40,545 *
7090	LCFF Supplemental & Concentration	\$166,477
7091	LCFF for English Learners	\$17,907
TOTAL 2018/19 ON-SITE ALLOCATION		\$224,929

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$954
Remaining Title I funds are at the discretion of the School Site Council	\$39,591
Total Title I Allocation	\$40,545

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

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

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current %	Target %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	34.507	41.507
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	29.123	36.123

Needs Assessment

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

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

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

AC implementation of Common Formative Assessments (minimum of 2 per unit), data analysis and prescriptive response for tiered intervention including 6 week goal setting plans

Quarterly standards planning with strategic alignment of curriculum, instruction and assessments.

Increased student use of technology

PL and instructional support including integration with the GVC (PLI and blended learning)

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

AC implementation of Common Formative Assessments (minimum of 2 per unit), data analysis and prescriptive response for tiered intervention including 6 week goal setting plans

Quarterly standards planning with strategic alignment of curriculum, instruction and assessments.

Increased student use of technology

PL and instructional support including integration with the GVC (PLI and blended learning)

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

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

English learners - 4% met standards on SBAC, possibly because their language acquisition is not increasing, as they struggle with reading and writing in English. 20% of EL learners are also SpEd students, struggle with both language acquisition and a learning disability. 65% of EL students are long term (over 5 years)

SpEd - 0% met standards on SBAC, possibly due to limited access to grade level GVC

Black subgroup - 33% met standards on SBAC, this was the same for Hispanic students. These subgroups were 3% lower than the white subgroup.

Foster Youth- 0% met standards on SBAC, possibly due to low attendance rates.

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

English learners - 11% met standards on SBAC, possibly because their language acquisition is not increasing, as they struggle with reading and writing in English. 20% of EL learners are also SpEd students, struggle with both language acquisition and a learning disability. 65% of EL students are long term (over 5 years)

SpEd - 3% met standards on SBAC, possibly due to limited access to grade level GVC

Black subgroup - 17% met standards on SBAC, this was the lowest of all subgroups, possibly because of lack differentiated instruction and intervention supports.

Foster Youth- 0% met standards on SBAC, possibly due to low attendance rates.

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

2017-18 SPSA Goal in ELA is to increase by 10% and in Math to increase by 8%. Our interim #2 data indicates significant growth in the number of students meeting standards in ELA and Math (10+ in each area), as compared to Interim #2 last year, therefore the actions we began implementing this year are working and we are on track to reach our goal.

Budget Priorities:

1. continue with additional math and reading intervention supports both tier 2 and 3
2. increase student access to technology
3. supplemental materials and supplies

2 ELAC:

Budget Priorities:

1. continue with additional instructional support of EL students
2. increase EL student access to technology
3. EL supplemental curriculum, materials and supplies

3 Staff:

2017-18 SPSA Goal in ELA is to increase by 10% and in Math to increase by 8%. Our interim #2 data indicates significant growth in the number of students meeting standards in ELA and Math (10+ in each area), as compared to Interim #2 last year, therefore the actions we began implementing this year are working and we are on track to reach our goal. continue with additional math and reading supports

Budget Priorities:

1. continue with teaching fellows to allow for small groups in 1st grade and math intervention
2. continue with AC release time quarterly for data analysis, planning, calendaring and
3. increase technology - tablets, projectors, carts, software; including but not limited to AR, Starfall, Imagine Math Facts, Education Elements
4. increase professional learning in the area of math and blended learning

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

Supplemental and/or substitute release time for AC quarterly planning in ELA and Math, and CCI

Tier 2 and 3 implementation with support from teaching fellows and RtI coordinator

Technology, materials, supplies

Certificated Tutor

child care

translator services

Expand PL/blended learning to include 1 to 1 with PL support

Action 1

Title: Literacy

Action Details:

Kratt will provide a three-tiered approach to literacy support for students. Tier One will include a focus on common core literacy skills instruction provided by the classroom teacher utilizing the Wonders/McGraw-Hill curriculum and best practice strategies. Tier Two will be opportunities for strategic grouping, technology resources and for 1st grade, additional support through teaching fellows. Tier Three will include tutoring services, technology resources, additional support by paraprofessionals and deployment.

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

BAS and DIBELS Next assessments (K-6)

Interim Assessments (1-6)

SBAC ELA data (3-6)

KAIG data (K)

AC agreed upon CFAs and 6-8 week goal setting plans

IPG reports

Student Goal-Setting

Owner(s):

Classroom Teachers

Rtl Coordinator

AC teams

Teacher

Teachers

Principal

Teacher/students

Timeline:

Fall baseline DIBELS & BAS

Twice a year Interim

Beginning of year

Quarterly KAIG data

Quarterly AC goal setting CCI

Monthly

Quarterly (after each interim/DRP)

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

Strategic small group intervention with the support of Teaching Fellows and/or paraprofessionals

Additional technology to allow for 1 to 1 ratio for blended learning and access to Wonders online resources

Additional online resources, district and/or site licenses, to supplemental literacy skills

Additional planning time for teachers (substitutes and/or supplemental)

Students not progressing will be referred to the Student Success Team for intervention strategies.

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

Parents will be notified when their child is receiving intervention services.

Parents can refer their own child to the Student Success Team

Specify enhanced services for EL students:

EL students will benefit from an added emphasis on foundational literacy skills, additional practice in reading and writing and more opportunities for verbal collaboration.

Describe Professional Learning related to this action:

Provide research based PL on the benefits of internationally planned small group instruction, guided reading and tier 2 strategic foundational reading skills instruction.

PL will occur as determined by data analysis, AC agenda needs and ILT input to continue learning, planning and

Parents will be kept informed through parent teacher conferences, quarterly progress reports and report cards, weekly newsletters, school messenger calls, Kratt website, Edu-text and Atlas.

Parent University will provide training on common core, A-G requirements, LCAAP, and how to support their child in reading.

Child care will be provided for parent trainings

implementing common core grade level standards, district scope and sequence, GVC (wonders and gomath) and AC developed common formative assessments.

PL on blended learning strategies, accessing Wonders online resources; including Education Elements.

Action 2

Title: Mathematics

Action Details:

Kratt will implement mathematical supports for all students aligned to the common core state standards with an emphasis on conceptual mathematics that embed the eight mathematical practices through the lens of focus, coherence and rigor. Particular attention will be placed on Math Practice 1 ("make sense of problems and persevere in solving them"). Supports will center on professional learning, the use of common formative assessments, performance tasks and RtI.

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

DIBELS Math

Fall and Spring Interim

SBAC Math data

AC common formative assessment calendar

IPG reports

Student Goal-Setting

Owner(s):

RtI Coordinator

Classroom teachers

Teachers

Teachers

Principal

Teacher/student

Timeline:

Fall baseline and following each RtI cycle

Twice a year following interim

Beginning of year

Quarterly AC CFA calendars

Monthly

Quarterly

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

Small group instruction using GoMath resources, technology, and supplemental online resources/site licenses, repairs/maintenance.

Materials will include but are not limited to additional math manipulatives, technology support, graphic services, paper, pencils, classroom supplies

Extended intervention/learning opportunities provided by teaching fellows, before, after and/or during the school day.

Specify enhanced services for EL students:

EL students will benefit from additional opportunities to elaborate on their initial thoughts and explain their thinking, to revise their work and persevere in solving them.

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

Parents will be notified when their child is receiving intervention services.

Parents can refer their own child to the Student Success Team

Parents will be kept informed through parent teacher conferences, quarterly progress reports and report cards, weekly newsletters, school messenger calls, Kratt website, Edu-text and Atlas.

Parent University will provide training on common core, A-G requirements, LCAAP, and how to support their child in reading.

Child care will be provided for parent trainings

Describe Professional Learning related to this action:

Professional learning will occur 7 times throughout the year, provided by district math coaches.

PL with a focus on technology support, blended learning, GoMath and supplemental online resources, including Education Elements.

Action 3

Title: English Learners

Action Details:

Kratt will provide a comprehensive program to serve English Learners in all stages of language acquisition and academic development utilizing the ELD standards and the ELA/ELD framework with an emphasis on increasing redesignation and proficiency levels on ELPAC and regular common formative assessments.

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

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

EL student progress on district assessments (KAIG, BAS, DRP, Interim, ELPAC,)

Certificated Tutor data on unit assessments

AC agendas, classroom lesson plans

IPG reports

EL Redesignation Goal-Setting

Owner(s):

Classroom Teachrs

Certificated Tutor

Principal

Principal

Teacher/student

Timeline:

Fall ELPAC bootcamp prior to assessment

VP will monitor EL DRP and interim data twice a year within two weeks of testing administration

CT will meet quarterly with each AC to plan and collaborate

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

Students meeting the criteria will get daily designated ELD instruction in the least restrictive environment as determined by their needs, including but not limited to deployment with a Certificated Tutor.

Materials will include but are not limited to additional leveled readers, math manipulatives, technology support, graphic services, paper, pencils, supplemental supplies.

Supplemental and/or substitute time for teacher observations, planning and collaboration.

Translator services

Specify enhanced services for EL students:

Direct ELD services to students meeting the criteria

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

Child care will be provided for parents to attend meetings and training.

Parent notification of ELPAC and other assessment administrations and strategies to support building language acquisition through ELAC meetings

Translator services.

Describe Professional Learning related to this action:

PL regarding designated and integrated EL instruction.

PL regarding ELD standards and the ELA/ELD framework

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0285 Kratt Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			RtI coordinator and extended learning intervention coordinator both mathematics and literacy	4,788.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			G1A1 and G1A2 materials and supplies (No food or incentives)	2,357.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : G1A1 and G1A2 teaching fellows will support both literacy intervention and mathematics intervention	32,400.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			parent involvement; meetings, trainings, (No food or incentives)	1,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			quarterly AC planning; CFA, data analysis, 6-8 week plans	13,471.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			AC planning	8,380.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			G1A1, G1A2 and G1A3 - technology support	2,446.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			RtI support - Tier 3	8,559.00
G1A1	Sup & Conc	Instruction	Bks & Ref			software; Imagine Math Facts, DIBELS, Starfall, keyboarding without tears, AR, Education Elements	6,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			supplemental materials to support literacy	3,262.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			technology - tablets, carts, projectors	5,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Education Elements :	19,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Sup			parents will be kept informed through Kratt website	1,835.00
G1A1	Sup & Conc	Instruction	Direct-Graph			graphic materials	500.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: supplemental materials and supplies to support mathematics	3,250.00
G1A2	Sup & Conc	Instruction	Direct-Maint			repair and maintenance of technology	3,000.00
G1A2	Sup & Conc	Parent Participation	Oth Cls-Supp			child care for parent meetings, trainings	612.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2200	split funded with 7091 and 7090	17,142.00
G1A3	Sup & Conc	Instruction	Mat & Supp			: supplemental materials and supplies to support EL students	2,000.00
G1A3	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2175	split funded with 7091 and 7090	16,949.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC testing assessors	500.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp			EL support: materials and supplies	458.00

\$152,909.00

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

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	77.379	84.379

Needs Assessment

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

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Goal 2 Participation Rate</p> <p>All students from PK-6 receive additional music provided by either district funded personnel or site funded supplemental personnel. All students grades 2-6, including special education students, participate in enrichment classes.</p>	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Goal 2 Participation Rate</p> <p>Inconsistent inputting of data due to administration out on leave, new office manager and lack of properly trained personnel to input data.</p>
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Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p>1 SSC:</p> <p>All students from PK-6 receive additional music provided by either district funded personnel or site funded supplemental personnel. All students grades 2-6, including special education students, participate in enrichment classes.</p> <p>Budget Priorities:</p> <ol style="list-style-type: none"> continue supplemental music continue noontime clubs and intramural sports continue science Olympiad class and competition continue with Walk Through History interactive social studies presentation for grades 4-6 continue with incentives for outside independent reading using the AR software to keep data 	<p>2 ELAC:</p> <p>All students from PK-6 receive additional music provided by either district funded personnel or site funded supplemental personnel. All students grades 2-6, including EL students, participate in enrichment classes.</p> <p>Budget Priorities:</p> <ol style="list-style-type: none"> continue with music and enrichment classes continue with incentives for outside independent reading using the AR software to keep data 	<p>3 Staff:</p> <p>All students from PK-6 receive additional music provided by either district funded personnel or site funded supplemental personnel. All students grades 2-6, including EL students, participate in enrichment classes.</p> <p>Budget Priorities:</p> <ol style="list-style-type: none"> provide supplemental time for planning of enrichment classes continue supplemental music continue noontime clubs and intramural sports continue science Olympiad class and competition continue with Walk Through History interactive social studies presentation for grades 4-6 continue with incentives for outside independent reading using the AR software to keep data materials and supplies for enrichment classes.
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Action 1

Title: Student Engagements

Action Details:

Kratt will increase Goal 2 participation throughout the year by engaging in clubs, athletic teams, co-curricular activities, visual and performing arts and STEM activities through the enrichment wheel.

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

Quarterly review of Goal 2 engagement reports

Review of student surveys

Owner(s):

Vice Principal

Principal

Timeline:

Engagement/enrichment opportunities will begin no later than the 5th week of school

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

Students will be provided with a variety of extended learning opportunities in the areas of science, technology, math, writing, leadership, music, visual arts and reading through an enrichment wheel taught by staff, PARCS and supplemental personnel.

Students will have the opportunity to attend peer mediator training, science olympiad, peach blossom and/or other teacher facilitated activities.

Materials include but are not limited to: science kits refill materials, arts and crafts supplies, cooking ingredients, athletic equipment and supplies, books, AR software, Walk Through interactive social studies presentations.

Specify enhanced services for EL students:

EL students will participate in all grade level opportunities.

Reading, writing, listening and speaking opportunities will be embedded in all activities to provide opportunities for EL students to practice these skills.

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

Parents will be invited to attend the Enrichment Celebration program at the end of each enrichment wheel cycle.

Parents will be invited to all musical performances.

Parents will be informed about the enrichment class opportunities and give permission for students to submit their prioritized choices.

Describe Professional Learning related to this action:

Supplemental planning for STEM/VAPA and enrichment classes.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0285 Kratt Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Teacher-Supp			enrichment planning	3,592.00
G2A1	Sup & Conc	Instruction	Ins Aide-Sup			additional music support for grades PK-1 and enrichment sessions grades 2-6	8,559.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: supplemental materials and supplies to support student engagements	3,132.00

\$15,283.00

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

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 3rd Grade	97.143	100
Exposure to Careers - 4th Grade	100	100
Exposure to Careers - 6th Grade	95.122	100

Needs Assessment

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

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

Exposure to Careers - 3rd Grade
attend bricks for kidz

Exposure to Careers - 6th Grade
attended tour of junior college

Exposure to Careers - 4th Grade
attended young chef academy

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

Exposure to Careers - 3rd Grade
absenteeism

Exposure to Careers - 6th Grade
absenteeism

Exposure to Careers - 4th Grade
There were no disproportionality for any significant subgroups. 4th grade had 100% participation including SPED, EL, AA, and foster youth)

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

In addition to the above exposure to careers, 5th and 6th grade students also participate in the STEM/Kids Invent program in conjunction with Fresno State.

2 ELAC:

In addition to the above exposure to careers, 5th and 6th grade students also participate in the STEM/Kids Invent program in conjunction with Fresno State.

3 Staff:

In addition to the above exposure to careers, 5th and 6th grade students also participate in the STEM/Kids Invent program in conjunction with Fresno State.

Action 1

Title: Career Opportunities

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

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

Attendance at career opportunities

Owner(s):

Classroom Teachers
Vice Principal

Timeline:

Opportunities will be booked as soon as they are made available

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

5th and 6th Kids Invent participation

3rd Bricks for Kidz participation

4th Young Chef Academy participation

6th Jr. College participation

K-2nd - research and provide career opportunities/activities for students

Kratt jobs - applications, interviews and opportunity to participate in meaningful work through student jobs supervised by staff and community service projects.

Tech coordinator

Specify enhanced services for EL students:

EL will participate in all grade level opportunities.

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

Parents will be notified of field trips, speakers and other student opportunities through the weekly newsletter, classroom teacher, weekly parent phone message, Kratt website and marquee.

Describe Professional Learning related to this action:

PL around district goal 3

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0285 Kratt Elementary (Locked)

G3 - All students will demonstrate the character and competencies for workplace success

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Teacher-Supp			technology coordintaor	2,394.00

\$2,394.00

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

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	14.845	12.845
Suspensions Per 100	6.502	5.502
Student Survey - Caring adult	71.809	78.809

Needs Assessment

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

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

Chronic Absenteeism

Student recognition for perfect attendance.

Vice Principal conducted check-ins with identified students and contacted parents of students to discuss attendance and the importance of being at school everyday.

Suspensions Per 100

Teachers implemented weekly classroom meetings, second step/MindUp lessons to support students with conflict resolution, bullying, social skills and to promote positive classroom and school climate.

Students will receive opportunities for alternative recess location (Kratt Doghouse), structured play and support by the RCA with appropriate social interactions. (Tier 2)

Identified students will receive support through informal or formal behavior support contracts/interventions with incentives/rewards to promote positive behavior (Tier 2&3)

Teachers, Administration, School Psych, nurse, and parents will participate in Student Success Team meetings to determine Tier 3 behavioral/social-emotional interventions for identified students.

Student Survey - Caring adult

Students will receive opportunities for alternative recess location (Kratt Doghouse), structured play and support by the RCA with appropriate social interactions. (Tier 2)

On-site counseling services will be provided for individual and small groups exhibiting intensive social-emotional needs (Tier 3)

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

Chronic Absenteeism

Chronic absenteeism is stagnate, possibly due to the addition of the TK/K sped class which currently has the lowest attendance rate at 74%.

Suspensions Per 100

Subgroup with the highest suspension rate this year is Black (27% or 17/63) and special education (14% or 12/88). Reason for this over-representation may include the need for more social-emotional support for our Black students.

Student Survey - Caring adult

Special Education students was the subgroup with the highest positive response, 100%. Additionally ELL had a 94% favorable response. The subgroup with the lowest favorable response to feeling there is an adult at school who cares about them is the Black subgroup with only 74%. Reason for the disconnect may be the lack of role models.

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

SSC priorities:

1. continue with social-emotional supports (RCA, counseling)
2. provide after school activities for students
3. more positive student recognition
4. behavior strategies to use at home
5. attendance support

2 ELAC:

ELAC priorities:

1. increase instructional support after school
2. provide alternative behavior supports
3. more positive student recognition

3 Staff:

Staff priorities:

1. continue with social-emotional supports (MindUp training and implementation, RCA and counseling)
2. behavior strategies and alternative to suspension
3. More supervision during recess and lunch
4. incentives/rewards

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

Kratt will continue with small group supervised social skills interaction opportunities with RCA

Kratt will continue with individual and group counseling services

Kratt will increase student recognition and incentives.

Kratt will continue with the MindUp SEL curriculum

Kratt will continue to refer students to and support the Student Success Team

Action 1

Title: SEL

Action Details:

Kratt will continue to implement a tiered level of response to behavior incidents and continue effective implementation of social-emotional learning components, which will directly relate to suspension rates, lessen distractions for all learners and enhance campus safety for all students. Guidelines for success and district programs (class meetings, second step, MindUp) will continue to promote personal responsibility and social skills resulting in fewer conflicts with staff and other students.

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

Atlas Office Referrals by Teacher analysis

SST referrals

Atlas Suspension rates

Counseling referral

SEL survey

Class Meeting Quarterly Logs

Owner(s):

Principal

Vice Principal

On-Site Counselor

RCA

Classroom teachers

Timeline:

structures will begin the first day of school with MindUp lessons

Monthly student success team meetings

Monthly referral and suspension data

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

All teachers will implement weekly classroom meetings, second step/MindUp lessons to support students with conflict resolution, bullying, social skills, self-awareness, self-management, social awareness and promoting positive classroom and school climate (Tier 1)

Students will receive opportunities for alternative recess location (Kratt Doghouse), structured play and support by the RCA with appropriate social interactions. (Tier 2)

Identified students will receive support through informal or formal behavior support contracts/interventions with incentives/rewards to promote positive behavior (Tier 2&3)

Teachers, Administration, School Psych, nurse, and parents will participate in Student Success Team meetings to determine Tier 3 behavioral/social-emotional interventions for identified students.

On-site counseling services will be provided for individual and small groups exhibiting intensive social-emotional needs (Tier 3)

Specify enhanced services for EL students:

EL students will be supported through RCA and On-site counseling when needed.

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

Parents will receive proactive teacher contact and conferences to address student behavioral concerns and discuss resolutions.

Parents will participate in Student Success Team meetings to collaboratively develop behavior/social emotional interventions necessary to support individual students.

Parents will receive school communications regarding school expectations, rules, discipline guidelines, and safety policies to ensure a safe and civil school.

Describe Professional Learning related to this action:

Climate and Culture team will participate in monthly meetings, focusing on identifying areas for growth to support student needs, developing staff professional learning opportunities for implementation of SEL strategies (behavioral interventions/supports, levels of responses to misbehaviors, MindUp, Class meetings, and Second Step trainings, teacher contracts provided).

Action 2

Title: Attendance

Action Details:

Kratt will increase overall student attendance by implementing classroom and individual incentives/rewards to encourage students to come to school on time and everyday, holding regular conferences with parents of chronically absent

students about the importance of good attendance, and ensuring resources and on-going communication with families.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Atlas Attendance Data Reports

A2A attendance data

Attendance conferences with parents - sign-in sheets/logs

Parent contacts/home visits for students with chronic attendance

Classroom perfect attendance logs

Owner(s):

Office Assistant

Vice Principal

RCA

Timeline:

Monthly

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

Students will receive individual incentives to encourage improved attendance and awards to recognize students with perfect attendance: Perfect Attendance charms/pins, incentive/treat and morning announcements.

RCA will conduct regular check-ins with identified students and develop incentive contracts for students with chronic or severely chronic attendance.

Vice Principal will hold attendance conferences with parents.

Provide substitutes for SST/student intervention team

Specify enhanced services for EL students:

Vice Principal will support parents of EL students through verbal communications between home and school, parent outreach for involvement in meetings and activities, and assist with other related resources when needed.

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

Parents of identified students with attendance concerns will be invited and encouraged to attend conferences with administrators focused on improving their child's attendance and will receive information about how to connect with community resources.

Parents will be invited to attend quarterly awards ceremonies where students with perfect attendance are recognized.

Parents will receive ongoing school communications about the importance of good attendance.

Provide translating support for parents

Describe Professional Learning related to this action:

Staff will receive PL opportunities, focused on the importance of good attendance, policies/procedures for classroom and individual attendance program, and connecting with families to increase attendance.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0285 Kratt Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Teacher-Supp			Climate and culture planning	4,429.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: supplemental materials, incentives and rewards to support positive behavior and student social-emotional learning	2,000.00
G4A1	Sup & Conc	Guidance & Counseling Services	Direct-Other			2% REA Evaluation Fee	548.00
G4A1	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			On-Site Counseling/FPU : Tier 2 & 3 individual and small group counseling services	27,360.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		11,760.00
G4A2	Sup & Conc	Instruction	Teacher-Subs			Monthly SST meetings to collaboratively develop academic/behavior/social-emotional interventions necessary to support individual students.	2,577.00
G4A2	Sup & Conc	Instruction	Ins Aide-Sup			RCA will conduct regular attendance check-ins with individual and small groups.	2,446.00
G4A2	Sup & Conc	Instruction	Mat & Supp			: supplemental incentives and rewards to support improved attendance	2,000.00
G4A2	Sup & Conc	Parent Participation	Cls Sup-Sup			translating -support	1,223.00

\$54,343.00

2018-2019 Budget for SPSA/School Site Council

State/Federal Dept 0285 Kratt Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			RtI coordinator and extended learning intervention coordinator both mathematics and literacy	4,788.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			G1A1 and G1A2 materials and supplies (No food or incentives)	2,357.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : G1A1 and G1A2 teaching fellows will support both literacy intervention and mathematics intervention	32,400.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			parent involvement; meetings, trainings, (No food or incentives)	1,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			quarterly AC planning; CFA, data analysis, 6-8 week plans	13,471.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			AC planning	8,380.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			G1A1, G1A2 and G1A3 - technology support	2,446.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			RtI support - Tier 3	8,559.00
G1A1	Sup & Conc	Instruction	Bks & Ref			software: Imagine Math Facts, DIBELS, Starfall, keyboarding without tears, AR, Education Elements	6,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			supplemental materials to support literacy	3,262.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			technology - tablets, carts, projectors	5,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Education Elements :	19,000.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Cl&Tech-Sup			parents will be kept informed through Kratt website	1,835.00
G1A1	Sup & Conc	Instruction	Direct-Graph			graphic materials	500.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: supplemental materials and supplies to support mathematics	3,250.00
G1A2	Sup & Conc	Instruction	Direct-Maint			repair and maintenance of technology	3,000.00
G1A2	Sup & Conc	Parent Participation	Oth Cls-Supp			child care for parent meetings, trainings	612.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2200	split funded with 7091 and 7090	17,142.00
G1A3	Sup & Conc	Instruction	Mat & Supp			: supplemental materials and supplies to support EL students	2,000.00
G1A3	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2175	split funded with 7091 and 7090	16,949.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC testing assessors	500.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp			EL support: materials and supplies	458.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			enrichment planning	3,592.00
G2A1	Sup & Conc	Instruction	Ins Aide-Sup			additional music support for grades PK-1 and enrichment sessions grades 2-6	8,559.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: supplemental materials and supplies to support student engagements	3,132.00
G3A1	Sup & Conc	Instruction	Teacher-Supp			technology coordintaor	2,394.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			Climate and culture planning	4,429.00
G4A1		Instruction	Mat & Supp				0.000.00

G4A1	Sup & Conc	Instruction	Mat & Supp		: supplemental materials, incentives and rewards to support positive behavior and student social-emotional learning	2,000.00
G4A1	Sup & Conc	Guidance & Counseling Services	Direct-Other		2% REA Evaluation Fee	548.00
G4A1	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth		On-Site Counseling/FPU : Tier 2 & 3 individual and small group counseling services	27,360.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	11,760.00
G4A2	Sup & Conc	Instruction	Teacher-Subs		Monthly SST meetings to collaboratively develop academic/behavior/social-emotional interventions necessary to support individual students.	2,577.00
G4A2	Sup & Conc	Instruction	Ins Aide-Sup		RCA will conduct regular attendance check-ins with individual and small groups.	2,446.00
G4A2	Sup & Conc	Instruction	Mat & Supp		: supplemental incentives and rewards to support improved attendance	2,000.00
G4A2	Sup & Conc	Parent Participation	Cls Sup-Sup		translating -support	1,223.00
						\$224,929.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$40,545.00
Sup & Conc	7090	\$166,477.00
LCFF: EL	7091	\$17,907.00
Grand Total		\$224,929.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$152,909.00
G2 - All students will engage in arts, activities, and athletics	\$15,283.00
G3 - All students will demonstrate the character and competencies for workplace success	\$2,394.00
G4 - All students will stay in school on target to graduate	\$54,343.00
Grand Total	\$224,929.00