


Kratt Elementary

10621666006332

Principal's Name: Kacey Sanom

Principal's Signature: 

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

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

| 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

| |
|--|
| 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. |
| 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. |
| 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. |
| The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development. |
| 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. |
| 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. |
| 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. |
| 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. |
| 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. |

School Site Council

| School Site Council List | | | | | |
|--------------------------------------|------------------|--------------------------|--------------------|--------------------------------|--------------------------|
| Member Name | Principal | Classroom Teacher | Other Staff | Parent/Community Member | Secondary Student |
| 1. Principal - Kacey Sanom | X | | | | |
| 2. Chairperson - Julie Graham | | X | | | |
| 3. Carolina Cervantes-Ruiz | | X | | | |
| 4. Sandra Ramirez | | X | | | |
| 5. Erica Montano | | | X | | |
| 6. Jenelle Pitt | | | | X | |
| 7. Thomas Putzell | | | | X | |
| 8. Kim Kole | | | | X | |
| 9. Danielle Patch | | | | X | |
| 10. | | | | | |
| 11. | | | | | |
| 12. | | | | | |
| 13. | | | | | |
| 14. | | | | | |
| 15. | | | | | |

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

Required Signatures

| School Name: | | | |
|---|-------------------------|------------------------|----------------|
| Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement. | | | |
| Title | Print Name Below | Signature Below | Date |
| Principal | Kacey Sanom | <i>Kacey Sanom</i> | March 25, 2019 |
| SSC Chairperson | Julie Graham | <i>Julie Graham</i> | March 25, 2019 |

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2019/20

Kratt - 0285

ON-SITE ALLOCATION

| | | |
|---|-----------------------------------|------------------|
| 3010 | Title I | \$42,018 * |
| 7090 | LCFF Supplemental & Concentration | \$171,100 |
| 7091 | LCFF for English Learners | \$11,811 |
| | | \$224,929 |
| TOTAL 2019/20 ON-SITE ALLOCATION | | \$224,929 |

* 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 | \$1,341 |
| Remaining Title I funds are at the discretion of the School Site Council | \$40,677 |
| Total Title I Allocation | \$42,018 |

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

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

Needs Assessment

School Quality Review

School Level Dashboard

| Goal 1 Metrics | Current Target | Actual | As Of | Target |
|--|----------------|----------|-----------|----------|
| SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11) | 41.507 % | 41.007 % | 2017-2018 | 48.007 % |
| SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11) | 36.123 % | 39.068 % | 2017-2018 | 46.068 % |

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)

Our actions were in the areas of Literacy and English Learners. The following was effective in increasing student achievement:

- PLC implementation of Common Formative Assessments, data analysis, and prescriptive response for tiered intervention
- Quarterly standards planning with strategic alignment of curriculum, instruction and assessments.
- Increased student use of technology to support ELA learning
- PL and instructional support in essential standards, assessment alignment, and personalized learning
- Strategic small group reading intervention with the support of Teaching Fellows and Paraprofessionals
- Designated ELD instruction with a Certificated Tutor

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

The following was effective in increasing student achievement:

- Bullard region grade level math PL given by FUSD math coaches to support conceptual understanding of the math standards (Given monthly and during Buyback days)
- PLC implementation of Common Formative Assessments, data analysis, and prescriptive response for tiered intervention

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)

Factors/resources that may have contributed to the disproportionality of low-performing student groups:

- Inconsistent implementation of integrated ELD instruction
- Inconsistent implementation of tier 2 & 3 GVC resources, ELD resources and materials
- Inconsistency with RTI block from classroom to classroom
- 60% truancy rate among Foster Youth
- Limited academic discourse opportunities

English Learners: 18% met standards on SBAC (this is an increase from 4% the previous year)

SPED Subgroup: 17% met standards on SBAC

Black Subgroup: 37% met standards. This is an increase of 4% from last year, but this subgroup is still 19% lower than white subgroup.

Foster Youth: 20% met standards on SBAC, this is up from 0% the previous year

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

Factors/resources that may have contributed to the disproportionality of low-performing student groups:

- Inconsistent implementation of integrated ELD instruction
- Inconsistent implementation of tier 2 & 3 GVC resources, ELD resources and materials

- Quarterly standards planning with strategic alignment of curriculum, instruction and assessments.
- Increased student use of technology to support math learning
- PL and instructional support in essential standards, assessment alignment, and personalized learning

Small group math tutoring with Teaching Fellows and the use of the online program Zearn did not show effectiveness. The majority of students who participated did not show growth as measured by the FUSD Interim assessments.

- Inconsistency with RTI block
- 60% truancy rate among Foster Youth
- Limited opportunities to engage in and complete deeper level mathematics problems
- Academic small group tutoring with Teaching Fellows

English learners: 26% met standards on SBAC

SPED Subgroup: 19% met standards on SBAC

Hispanic Subgroup: 36% met standards on SBAC. This was the lowest of all subgroups (17% lower than the Asian subgroup.)

Foster Youth: 20% met standards on SBAC

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

We did not utilize a RTI coordinator as was originally planned in the budget. Our Intervention teacher helped to coordinate small group interventions with the RSP teacher and principal. We also did not have much parent participation at school meetings. We will look at ways to support parent partnerships for the 19-20 school year.

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 no longer use Teaching Fellows in the afternoons or for after school math tutoring. This year teachers have increased their knowledge and feel confident in using the many differentiated math resources available to them to help target students' specific math needs. In addition, through the after school library grant, teachers will provide math tutoring. Our ILT team will work collaboratively to plan the afterschool tutoring including identification of students, curriculum used, and progress monitoring.

To help increase student achievement in literacy, we will fund i-Ready assessments and instruction. This system will help pinpoint strengths and knowledge gaps in students, and help teachers look across groups of students to understand strengths, target areas of needs, and spot trends.

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:

Our target is to increase the number of students meeting or exceeding standards by 7% in both ELA and Math. 41% to 48% in ELA, and 39% to 46% in Math. Our Interim 1 Data this year compared to last year shows an increase of 7.8% in ELA, and 4.6% increase in Math. Our Interim 2 Data this year compared to last year shows a 4.8% increase in ELA, and a 5.7% increase in Math. While

2 ELAC:

Our target is to increase the number of students meeting or exceeding standards by 7% in both ELA and Math. 41% to 48% in ELA, and 39% to 46% in Math. Our Interim 1 Data this year compared to last year shows an increase of 7.8% in ELA, and 4.6% increase in Math. Our Interim 2 Data this year compared to last year shows a 4.8% increase in ELA, and a 5.7% increase in Math. While

3 Staff:

Our target is to increase the number of students meeting or exceeding standards by 7% in both ELA and Math. 41% to 48% in ELA, and 39% to 46% in Math. Our Interim 1 Data this year compared to last year shows an increase of 7.8% in ELA, and 4.6% increase in Math. Our Interim 2 Data this year compared to last year shows a 4.8% increase in ELA, and a 5.7% increase in Math. While

we are showing growth, we will need to continue to increase in both ELA and Math to reach our target.

Feedback/Suggestions:

- Continue with Teaching Fellows for support in math, but look at a Push-in model
- Change RTI to the afternoon for 5th and 6th grades
- Continue enrichment classes and expand opportunities if possible
- Look for STEM partnerships
- Add more mentors; especially for younger students

we are showing growth, we will need to continue to increase in both ELA and Math to reach our target.

We have redesignated 32% of our English Learners this school year.

Feedback/Suggestions:

No parents were present at the ELAC meeting.

we are showing growth, we will need to continue to increase in both ELA and Math to reach our target.

Feedback/Suggestions:

- Look at effectiveness of Accelerated Reader. If we decide not to utilize it, then look at other ways to give incentives and motivate students in reading.
- Continue with Starfall and look in to additional computer learning programs (i.e., Moby Max, adaptive learning)
- More teacher input in PLC planning
- Keep ELD Certificated tutor, but expand to reading intervention groups if possible
- Technology earbuds/headphones
- Early intervention for TK/K

Action 1

Title: Student Achievement in Literacy

[Action Details:](#)

Kratt students will be engaged in a rigorous and comprehensive language arts program aligned with the Common Core State Standards. Instructional practices will align with the FUSD Instructional Practice Guide for Literacy. To support all learners, Kratt will implement a comprehensive reading support and intervention program through a daily 30 minute Blended Learning Block with an emphasis on Personalized Learning. Early literacy skills will be emphasized in grades TK-3. In grades 4-6 students will receive support with reading strategies and comprehension of text. The i-Ready assessment and instruction program will be utilized to help teachers look across groups of students to understand strengths, target areas of needs, and spot trends. Two Teaching Fellows will be provided to support 1st grade teachers during their Blended Learning block. Para-professionals will be provided to work with Tier 3 students in grades 1-3 who need additional reading support and intervention during the RTI block.

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

- Professional Learning Communities: Develop, administer, and analyze Common Formative Assessments
- Interim Assessments (1-6)
- BAS (K,1)
- DRP (2-6)
- KAIG (K)
- IAB Blocks (3-6)
- SBAC ELA (3-6)
- ELPAC
- i-Ready assessments
- Student goal setting
- Student Achievement Conferences
- Daily progress monitoring: Classroom observations, feedback, and reflective conversations

Owner(s):

Administrators, Classroom Teachers, ILT, Certificated Tutor, Teaching Fellows, Paraprofessionals, Students

Timeline:

- Ongoing
-
- October 2019, January 2020
- Quarterly
- Twice a year
- Quarterly
- On-going
- June 2020
- Spring
- Three times a year
- On-going
- Quarters 1, 2, 3
- Daily

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

- High-quality first instruction of ELA standards utilizing Wonders resources and materials ensuring the 4 Tights of Classroom Foundations: Objective, Aligned Instruction, Assessment (Checking for Understanding), and Closure
- 30 minute Daily Blended Learning Block-differentiated, personalized small instruction utilizing the i-Ready system for all students provided by classroom teachers utilizing small group instruction
- 2 Teaching Fellows to support 1st grade Blended Learning Block
- 2 Paraprofessionals for small group reading intervention for targeted students based on i-Ready assessment, BAS, and Interim data
- PLC created Common Formative Assessments & Data Analysis
- Supplemental Contracts and substitutes to support teacher planning, professional learning, ILT, Student Achievement Conferences, and monthly SST/IEP meetings
- Funds to build capacity of staff to attend Institutes and Conferences to support student achievement
- Materials/supplies to support student achievement, professional learning of teachers, and parent engagement
- On-line Instructional Programs (i.e., i-Ready, Star fall, etc)
- Funds to provide incentives and awards for students' academic progress and achievements
- Technology to support instruction of students (i.e., tablets, headphones, projectors)

Specify enhanced services for EL students:

- Certificated Tutor will provide designated ELD through small group instruction to support access to CORE curriculum.
- Certificated Tutor will conduct ELPAC camp with EL students prior to ELPAC administration.
- Ongoing progress monitoring by teachers and CT. CT will review the EL Goal Setting Report and ELPAC scores with students, set goals, and monitor progress.
- CT and teachers will monitor redesignated students quarterly
- CT and VP will meet regularly throughout the year to monitor how students are progressing and monitor program effectiveness
- Teachers will provide integrated ELD throughout the day in every lesson/content area.
- Access to technology will be provided in order to enhance language acquisition, vocabulary, comprehension and written language.
- Materials and supplies will be purchased that support access to CORE curriculum
- Use and instruction of Academic Discourse
- Visual Supports (Charts to support Instruction of Content)

Specify enhanced services for low-performing student groups:

- All teachers will review assessment data in order to determine the specific instructional needs of all students and develop an action plan to address needs. Teachers will identify students from significant subgroups on their reporting tools in order to easily identify trends and needs.
- All teachers will conduct goal setting conferences with students and provide clear learning targets for students in significant subgroups.
- Site funded Hand in Hand mentor will support identified low performing students to navigate the educational setting, in order to develop positive connections at school.
- Supplemental instruction materials, resources, and technology will be provided to support intervention for significant subgroups.
- Collaboration with Educational Elements will support ILT in professional learning, coaching and developing structures to increase differentiation and blending learning for all students.
- Books will be purchased for staff to engage in professional readings that provide research based strategies in working with: ELLs, Special Ed, African American, and students of poverty.

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

Describe Professional Learning related to this action:

- Kratt home-school communication folders go home with school information every Monday and parents know to check it and return the folders on Tuesday
- Progress reports and report cards sent home quarterly
- Communicate and facilitate parent access to ATLAS Online System and Edutext
- Ongoing school communication through weekly School Messenger, Kratt bulletin, website, Edutext, and school messages sent home
- DRP reading reports and FUSD Interim reports sent home twice a year
- Regular reporting of student progress by administration during SSC and ELAC meetings
- Fall parent conferences and on-going as needed or requested
- Monthly SST, IEP, and 504 meetings
- Parents will be invited to award assemblies, programs, and student celebrations throughout the year
- Spring Open House will highlight student learning throughout the year
- Parent University will work in conjunction with Kratt to provide on-going parent education
- Attendance clerk will provide information to parents regarding absenteeism and truancy
- Back to School Night and Annual Title 1 parent meeting

- Continue Professional Learning of Instructional Practice Guide-Literacy to develop expertise in Culture of Learning, Challenging Content, Ownership, Every Student, and Improving Every Day with supporting documents including but not limited to Scope & Sequence documents, Coherence Maps, Learning Progressions, State Standards Documents and Focus Standards.
- Professional Learning with Education Elements to support Personalized/Blended Learning
- Professional learning with i-Ready on the i-Ready assessment and instruction system
- On-Site Training with support of district Instructional Coaches to expand staff knowledge of Wonder's Online Components
- Continue to provide substitutes for job embedded learning opportunities for all grade levels at PLCs and peer observations lesson studies.
- Build capacity of staff to attend Institutes and Conferences to support student achievement
- Data Analysis and Action Planning by PLC teams
- Use of "All Learning is Social and Emotional" book by Doug Fisher to support student engagement and ownership

Action 2

Title: Student Achievement in Mathematics

Action Details:

Kratt students will be engaged in a rigorous and comprehensive mathematics program aligned with the Common Core State Standards. Instructional practices will align with the FUSD Instructional Practice Guide for Math. An emphasis will be placed on conceptual and procedural understanding leading to opportunities for application to real world problems to include digital application using technology. The eight mathematical practices will be embedded throughout the lessons.

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

- Professional Learning Communities: Develop, administer, and analyze Common Formative Assessments
- Interim Assessments (1-6)
- KAIG (K)
- IABs (3-6)
- SBAC Math (3-6)
- Student goal setting
- Student Achievement Conferences
- Daily progress monitoring: Classroom observations, feedback, and reflective conversations

Owner(s):

Administrators, Classroom Teachers, Students

Timeline:

- Ongoing
-
- Twice a year (October, January)
- Quarterly
- Ongoing
- Spring 2020
- Ongoing
- Three times a year
- Ongoing

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

- High-quality first instruction of Math standards utilizing GoMath resources and materials ensuring the 4 Tights of Classroom Foundations: Objective, Aligned Instruction, Assessment (Checking for Understanding), and Closure
- 30 minute Daily Blended Learning Block-differentiated, personalized small instruction for all students provided by classroom teachers utilizing small group instruction

- PLC created Common Formative Assessments & Data Analysis
- Supplemental Contracts and substitutes to support teacher planning, professional learning, ILT, Student Achievement Conferences, and monthly SST/IEP meetings
- Funds to build capacity of staff to attend Institutes and Conferences to support student achievement
- Materials/supplies to support student achievement, professional learning of teachers, and parent engagement
- On-line Instructional Programs
- Funds to provide incentives and awards for students' academic progress and achievements
- Technology to support instruction of students (i.e., tablets, headphones, projectors)

Specify enhanced services for EL students:

- Teachers will provide integrated ELD throughout the day in every lesson/content area.
- CT and VP will meet regularly throughout the year to monitor how students are progressing and monitor program effectiveness
- Access to technology will be provided in order to enhance language acquisition, vocabulary, comprehension and written language.
- Materials and supplies will be purchased that support access to CORE curriculum
- Use and instruction of Academic Discourse
- Visual Supports (Charts to support Instruction of Content)

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

- Kratt home-school communication folders go home with school information every Monday and parents know to check it and return the folders on Tuesday
- Progress reports and report cards sent home quarterly
- Communicate and facilitate parent access to ATLAS Online System and Edutext
- Ongoing school communication through weekly School Messenger, Kratt bulletin, website, Edutext, and school messages sent home
- FUSD Interim reports sent home twice a year
- Regular reporting of student progress by administration during SSC and ELAC meetings
- Fall parent conferences and on-going as needed or requested
- Monthly SST, IEP, and 504 meetings
- Parents will be invited to award assemblies, programs, and student celebrations throughout the year
- Spring Open House will highlight student learning throughout the year
- Parent University will work in conjunction with Kratt to provide on-going parent education
- Attendance clerk will provide information to parents regarding absenteeism and truancy
- Back to School Night and Annual Title 1 parent meeting

Action 3

Title: Digital Literacy

[Action Details:](#)

Kratt students will develop digital literacy skills and utilize technology as a tool for learning through an articulated scope and sequence K-6. Teachers will be provided professional learning to increase blended learning models that

Specify enhanced services for low-performing student groups:

- All teachers will review assessment data in order to determine the specific instructional needs of all students and develop an action plan to address needs. Teachers will identify students from significant subgroups on their reporting tools in order to easily identify trends and needs.
- All teachers will conduct goal setting conferences with students and provide clear learning targets for students in significant subgroups.
- Site funded Hand in Hand mentor will support identified low performing students to navigate the educational setting, in order to develop positive connections at school.
- Supplemental instruction materials, resources, and technology will be provided to support intervention for significant subgroups.
- Collaboration with Educational Elements will support ILT in professional learning, coaching and developing structures to increase differentiation and blended learning for all students.
- Books will be purchased for staff to engage in professional readings that provide research based strategies in working with: ELLs, Special Ed, African American, and students of poverty.

Describe Professional Learning related to this action:

- Continue Professional Learning of Instructional Practice Guide-Math to develop expertise in Culture of Learning, Challenging Content, Ownership, Every Student, and Improving Every Day with supporting documents including but not limited to Scope & Sequence documents, Coherence Maps, Learning Progressions, State Standards Documents and Focus Standards.
- Professional Learning with Education Elements to support Personalized/Blended Learning
- Provide professional learning to teachers to increase effective use of a multi-tiered system of support including small group support, writing across the content, and developing language addressing ELs through integrated ELD.
- On-Site Training with support of district Instructional Coaches to expand staff knowledge of GoMath's Online Components
- Continue to provide substitutes for job embedded learning opportunities for all grade levels at PLCs and peer observations lesson studies.
- Data Analysis and Action Planning by PLC teams
- Use of "All Learning is Social and Emotional" book by Doug Fisher to support student engagement and ownership

enhance classroom instruction, student engagement, and overall student achievement. Our Personalized Learning Initiative leadership team will work together to monitor progress and provide ongoing input. A student technology team, "Digital Professors", will be established to help younger students. A technology coordinator will support technology needs and professional learning through a variety of structures.

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

- Develop an assessment tool for monitoring student implementation of the identified technology skills
- Daily progress monitoring: Classroom observations, feedback, and reflective conversations

Owner(s):

Administration, PLI Team, Technology Coordinator, Teachers

Timeline:

Development of tool - Beginning of year
Progress Monitoring - On-going

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

- Partner with Education Elements in Personalized Learning
- Provide sub release time for PLI Lead teachers to attend professional learning
- Establish a student technology team, "Digital Professors," to help younger students
- Provide Technology Coordinator to help with inventory of equipment, technology trouble shooting, ordering of equipment, etc.
- Provide equipment (i.e., student tablets, carts, accessories, software, headphones, etc.)
- Provide maintenance of equipment
- Provide Digital Literacy safety assembly for students and families
- PLCs will utilize online assessments and tasks to build on Digital Literacy skills that align with the CCSS and Interim and SBAC assessments

Specify enhanced services for EL students:

Utilize best practice strategies for technology to support English Learners

Specify enhanced services for low-performing student groups:

Utilize best practice strategies for technology to support struggling learners

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

- Communicate and facilitate parent access to ATLAS Online System and Edutext
- Ongoing school communication through weekly School Messenger, Kratt bulletin, website, Edutext, and school messages sent home
- Regular reporting of Digital Literacy progress by administration during SSC and ELAC meetings
- Fall parent conferences and on-going as needed or requested
- Parents will be invited to award assemblies, programs, and student celebrations throughout the year
- Spring Open House will highlight student learning throughout the year
- Parent University will work in conjunction with Kratt to provide on-going parent education
- Back to School Night and Annual Title 1 parent meeting
- Provide FUSD Technology policy to all stakeholders
- Provide Digital Literacy safety meeting for parents

Describe Professional Learning related to this action:

- Professional Learning with Education Elements to support Personalized/Blended Learning
- Partnership with FUSD technology TSA to support learning
- Technology Scope & Sequence

2019-2020 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 | | | Suppl. for Instructional Planning | 8,016.00 |
| G1A1 | Title 1 Basic | Instruction | Mat & Supp | | | : Materials/Supplies to support Goal 1- Actions 1,2 - No Food/Incentives | 3,221.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Regu | Tutor | 0.2985 | | 25,325.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Subs | | | Subs for PLCs, PL, ILT, St. Achiev. Conf., SSTs, IEPs | 22,324.00 |
| G1A1 | Sup & Conc | Instruction | Ins Aide-Sup | | | RTI support - Tier 3 | 11,811.00 |
| G1A1 | Sup & Conc | Instruction | Bks & Ref | | | i-Ready Assessments and Instruction | 15,320.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | Materials/Supplies for G1 Actions 1,2 | 10,666.00 |
| G1A1 | Sup & Conc | Instruction | Travel | | | : Professional Learning - Conferences/Travel | 5,000.00 |
| G1A1 | Sup & Conc | Instruction | Cons Svc/Oth | | | California Teaching Fellows Foundation : Teaching Fellows to support Early Literacy | 14,551.00 |
| G1A1 | Sup & Conc | Parent Participation | Cls Sup-Sup | | | Translating support | 500.00 |
| G1A1 | LCFF: EL | Instruction | Teacher-Regu | Tutor | 0.1390 | | 11,793.00 |
| G1A1 | LCFF: EL | Instruction | Mat & Supp | | | Incentives for EL | 18.00 |
| G1A3 | Sup & Conc | Instruction | Teacher-Supp | | | Technology Coordinator | 2,225.00 |
| G1A3 | Sup & Conc | Instruction | Nc-Equipment | | | Technology - Tablets, carts, etc. | 5,000.00 |
| G1A3 | Sup & Conc | Instruction | Direct-Maint | | | Repair/maintenance of technology | 2,500.00 |
| G1A3 | Sup & Conc | Instruction | Cons Svc/Oth | | | Education Elements : Education Elements | 7,000.00 |
| G1A3 | Sup & Conc | Instructional Supervision & Admir | CI&Tech-Sup | | | Parents kept informed through Kratt website | 1,753.00 |

\$147,023.00

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 | 84.379 % | 72.743 % | 2017-2018 | 79.743 % |

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

Effective Engagement Opportunities:

- All 1-4 grade students participate in music with FUSD personnel
- Grades 5 and 6 are offered orchestra and band
- All grade 2-6 students, including special education students, participate in enrichment classes
- Library tutoring program
- Sports in grades 3-6
- Music programs for grades 1-6
- After school program
- Peer Mediation program
- Science Olympiad
- Student Council
- Field trips in all grade levels supporting the arts, athletics, and activities
- 4-6 grades participated in Walk Through History presentations

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

Goal 2 Participation Rate

Factors/resources that contributed to the disproportionality for student groups:

- Attendance
- Participation and recruitment of students and staff for clubs and activities
- Students with special needs are unable to participate in certain events
- At the time of this SPSA writing, not all of our grade levels had taken their Goal 2 field trip

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

We did not have additional music support for grades PK-K and the enrichment classes as originally was planned for in the budget. The music teacher was not able to teach this year.

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 is to provide more opportunities for student engagement through school clubs as well as organized recess and lunch activities. Funds will be provided to help facilitate these items. Funding one Hand in Hand mentor to work with the RCA will also support student engagement at school.

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:

Feedback/Suggestions:

- Enrichment wheel is positive for students
- Expand STEM partnerships
- Increase activities to address students' "sense of belonging"
- Consider partnerships with Black Chamber of Commerce and Latino Chamber of Commerce
- Career night to engage the parents and community

2 ELAC:

Feedback/Suggestions:

No parents were present at the ELAC meeting.

3 Staff:

Feedback/Suggestions:

- Continue with music program for grades 1-6, and expand to PK-K
- Increase lunch time games, teams, intramurals
- Art docents for primary and intermediate grades
- PE teacher and add more PE equipment
- More opportunities needed for tutoring and clubs
- Continue Read Across America and consider Career day

Action 1

Title: Student Engagements

Action Details:

Kratt will implement a wide range of opportunities to engage all students in enrichment activities, clubs, visual and performing arts, STEM activities, and athletic programs with an emphasis on increasing student participation and building school connectedness.

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

Review of Goal 2 engagement reports

Review of School Climate & Culture student, family, and staff surveys

Owner(s):

Administrators, Teachers, School Climate & Culture Team

Timeline:

Quarterly

Yearly

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

- Provide wider array of options during recess: including clubs, art, kindness cart, book cart, intramurals, and additional play equipment.
- Resource Counseling Assistant will support alternative recess location for students in grades 1-6 during morning/lunch recess and/or de-escalation room for short "time-aways" from class. Materials will be purchased to support

these activities.

- Character Counts will be emphasized in order to develop a positive school culture. Students will continue to earn charms for their "achievement necklace" by demonstrating character, kindness, and through participation in activities.
- 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 and supplemental personnel.

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 language acquisition and use.

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

- A Student/Parent Handbook will be given to all families at the beginning of the year, and at enrollment for new students. The Student/Parent Handbook outlines student and parent opportunities for school engagement including student extra curricular activities. Kratt's Guidelines for Success is also included.
- Parents will be invited to school activities including student presentations, awards assemblies, open house, back to school night, student programs, enrichment wheel celebrations, athletic events, etc.
- Teachers will include discussion related to Goal 2 activities during Back to School Night, and at other informal/formal parent conferences.
- Communication of events will be given through School Messenger, weekly bulletin, and website

Specify enhanced services for low-performing student groups:

- Participation in the variety of engagement opportunities will help improve students' self-efficacy and support their feelings of connectedness to school

Describe Professional Learning related to this action:

- School Culture & Climate Team will support staff learning/activities as needed to further develop a wide array of engagement opportunities for all students.
- Supplemental planning for STEM/VAPA and enrichment classes.
- Use of "All Learning is Social and Emotional" book by Doug Fisher to support student engagement and ownership

2019-2020 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 | Parent Participation | Oth Cls-Supp | | | Childcare for parent meetings | 500.00 |
| G2A1 | Sup & Conc | Instruction | Direct-Graph | | | Graphics | 500.00 |

\$1,000.00

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 % | 95.652 % | 2017-2018 | 100 % |
| Exposure to Careers - 4th Grade | 100 % | 97.333 % | 2017-2018 | 100 % |
| Exposure to Careers - 6th Grade | 100 % | 98.63 % | 2017-2018 | 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.

| | |
|---|--|
| <p>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.</p> <p>Exposure to Careers - 3rd Grade Participated in Bricks for Kidz</p> <p>Exposure to Careers - 6th Grade Attended tour of Junior College</p> <p>Exposure to Careers - 4th Grade Attended Fresno Chaffee Zoo</p> | <p>2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</p> <p>Exposure to Careers - 3rd Grade Absenteeism</p> <p>Exposure to Careers - 6th Grade Absenteeism</p> <p>Exposure to Careers - 4th Grade Absenteeism</p> |
|---|--|

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 differences.

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

The technology coordinator has been moved to Goal 1.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

| | | |
|--|--|--|
| 1 SSC: | 2 ELAC: | 3 Staff: |
| <p>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.</p> | <p>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.</p> | <p>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.</p> |

Action 1

Title: Opportunities for Career Success

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

Owner(s):

Timeline:

- Goal 2 participation report
- Attendance at career opportunities

Administrators, Classroom teachers, RCA

- Quarterly
- 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):

- Students will participate in CTE study trips/experiences designated by the district.
- All students will participate in school-wide activities such as Red Ribbon Week and Read Across America which include opportunities to meet various community members from a variety of career fields.
- Student Council as well as a Leadership class will be established each semester to promote leadership on campus, school connectedness, and provide opportunities for students to engage in a variety of activities that could lead to future careers (event planning, charity work, fund raising, etc.)
- Peer Mediators will be trained in conflict resolution to work with students in helping resolve conflicts on campus
- Students may apply for a job assignment through Meaningful Work each semester, to learn about responsibility, accountability, how to work as a team, and the importance of contributing to our school community.

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

- 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 language acquisition and use.

- Grade level opportunities will be provided to all subgroups
- Reading, writing, listening, and speaking opportunities will be embedded in all activities to provide opportunities to grow in these areas

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

Describe Professional Learning related to this action:

Parents will be notified of field trips, speakers, and other student opportunities through the weekly bulletin, classroom teacher, weekly School messenger, Kratt website, and school marquee.

- PL for 5th and 6th grade teachers for Kids Invent
- District Goal 3 information and follow-up activities

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 | 12.845 % | 16.954 % | 2017-2018 | 14.954 % |
| Suspensions Per 100 | 5.502 % | 6.065 % | 2017-2018 | 5.065 % |
| Student Survey - Caring adult | 78.809 % | 69.853 % | 2017-2018 | 76.853 % |

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

Effective actions:

- Student recognition for perfect attendance quarterly
- Vice Principal conducted check-ins with identified students and contacted parents of students to discuss attendance and the importance of being at school everyday. This was limited in effectiveness as parents often did not show up for the A2A school meetings.

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. Results show weekly meetings and lessons were not consistent in every classroom on a weekly basis.
- Students received opportunities for alternative recess location (Kratt Doghouse), structured play and support by the RCA with appropriate social interactions. (Tier 2) This was very beneficial to many students.
- Identified students received 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 participated in Student Success Team meetings to determine Tier 3 behavioral/social-emotional interventions for identified students.

Student Survey - Caring adult

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

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

Chronic Absenteeism

Chronic absenteeism is stagnate, currently at 13.8%, which is the same percentage it was three years ago. Kindergarten and SPED have the highest percent of chronic absenteeism.

Suspensions Per 100

Our current suspension rate is 5%, down from 6% last year. The subgroup with the highest suspension rate this year is Other (20%) and special education (17%). The reason for this over-representation may include the need for more social-emotional support for our SPED students and staff.

Student Survey - Caring adult

Our positive responses in this area were decreased from the previous two years. Asian and Other students were the subgroups with the highest positive response, 100%. Additionally ELL had a 82% favorable response. The subgroup with the lowest favorable response to feeling there is an adult at school who cares about them is the white subgroup with only 63%. Black and Hispanic followed after at 68% favorable responses. The reason for the disconnect may be the lack of positive role models/mentors, and lack of engagement opportunities to interact positively with adults on campus.

- On-site counseling services provided for individual and small groups exhibiting intensive social-emotional needs (Tier 3). A limited number of students were served through this with small groups beginning at the semester. We will begin small groups with the counselor earlier in the year to support more students.

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

Kratt implemented:

- Small group, supervised social skills interactions with the RCA and alternative recesses in the Dog House
- Individual and group counseling services
- Girl Power and Young Men of Character for grades 5-6
- Student Success Team meetings

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.

Based on school/student data and feedback from various stakeholders, we need to increase student recognition and incentives, and provide more opportunities for students to engage in activities at school. We need to address absenteeism and provide more social-emotional supports for Tier 2 and 3 students, as well as be consistent with our MindUp SEL curriculum for Tier 1. We will add Fun Works assemblies throughout the year.

At Kratt we will fund one Hand in Hand mentor to work with Tier 2 and 3 students in supporting their SEL. We will provide resources to build up our Character Counts program and engage students in school through "Bulldog of the Month", clubs, organized recess activities, meaningful jobs, and Fun Works assemblies throughout the year. We will continue our Professional Learning by engaging in a book study throughout the year using Doug Fisher's book, "All Learning is Social and Emotional."

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:

Feedback/Suggestions:

- Continue with Social-Emotional supports, and expand; especially for younger students
- More mentors for Social-Emotional learning
- Increase activities to develop students' "sense of belonging"
- More incentives/strategies to increase attendance
- Build partnerships for STEM, as well look at partnerships

2 ELAC:

Feedback/Suggestions:

No parents were present at the ELAC meeting.

3 Staff:

Feedback/Suggestions:

- Continue with support from RCA and keep Doghouse for alternative recess opportunities, SEL support, and calm corner
- Increase social-emotional supports
- Bring back "Bulldog of the Month"
- Each teacher offers a "job" for students

with the Black Chamber of Commerce and Latino Chamber of Commerce

- Behavior strategies
- Continue with monthly SST meetings
- Review On-Site counseling, amount of students benefiting from this service

Action 1

Title: Support for Social-Emotional Learning

Action Details:

Kratt will continue to implement a Tiered Level of response and support to all students' behaviors and behavioral incidents. This will directly link to a reduction in student suspension rates. Kratt will continue to implement Safe and Civil components such as Class Meetings, Second Step, Guidelines for Success, MindUp, and CHAMPS for all students to promote growth mindset, self-efficacy, self-management, and self-awareness. Incentives for all students will be provided focusing on the 6 pillars of Character. Kratt will also seek out the support of outside agencies for Tier 2 and Tier 3 support for social emotional needs.

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
- RCA reports
- SST referrals
- Atlas Suspension rates
- Counseling referrals
- SEL surveys
- Class Meeting Quarterly Logs
- Daily progress monitoring: Classroom observations, feedback, and reflective conversations

Owner(s):

Administrators, Classroom teachers, RCA, On-site counselor

Timeline:

School-wide 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 promote 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)
- One Hand in Hand Mentor will be funded as an intervention/ support for identified Tier 2 &3 students. The mentor will work with identified at-risk students to focus on addressing chronic absenteeism through daily check-ins, make positive connections with students and families, push-in support to help students transition in to class and focus on staying in class to support learning, and will participate in structured activities during morning and lunch recesses.
- Students and families will participate in a variety of hands-on rallies focused on character throughout the year provided by Fun Works
- 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)
- "Bulldog of the Month" will be established to highlight students each month. Award certificates and presentations at Blacktop Friday will help support positive character in each student.

Specify enhanced services for EL students:

EL students will be supported through RCA, Hand in Hand Mentor, 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.
- Regular reporting of student progress by administration during SSC and ELAC meetings
- Parents will be invited to award assemblies, programs, and student celebrations throughout the year
- Spring Open House will highlight student learning throughout the year
- Parent University will work in conjunction with Kratt to provide on-going parent education
- Attendance clerk will provide information to parents regarding absenteeism and truancy
- Back to School Night and Annual Title 1 parent meeting
- Family Fun Nights will happen twice a year - facilitated by Fun Works

Specify enhanced services for low-performing student groups:

Students will be supported through RCA, Hand in Hand Mentor, and On-site counseling when needed.

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, MndUp, Class meetings, and Second Step)
- Use of "All Learning is Social and Emotional" book by Doug Fisher to support student engagement and ownership

Action 2

Title: Attendance

Action Details:

Kratt will increase student attendance rates by educating parents and students on the impact of attendance, both absenteeism and tardies, on student achievement, Kratt will implement a school-wide attendance program, utilizing incentives to promote good attendance to encourage all students to come to school on time, everyday.

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 letters
- Attendance conferences with parents - sign-in sheets/logs
- Attendance contracts
- Classroom perfect attendance posters

Owner(s):

Administrators, Office Assistant, Classroom Teachers, Mentor, Students

Timeline:

Monthly
Quarterly

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

- Incentives will be given to classes who demonstrate 100% of students in class on time by completing a "Bulldog" attendance poster.
- Classes will display poster, "We have 100% Attendance today" on their doors to encourage and promote attendance
- Monthly raffle to promote perfect attendance with students being at school on time, and staying all day (not leaving early)
- Quarterly awards given for perfect attendance along with perfect attendance charms
- Through student achievement conferences each quarter, absences and tardies will be documented, and a letter from the principal will be sent home to students showing signs of becoming chronically absent or having several tardies.
- Teachers will reach out to conference with families about the importance of attendance
- Conferences will be held with parents of chronically absent students.
- Hand in Hand mentor will conduct regular check-ins with identified students and develop incentive contracts for students with chronic or severely chronic attendance

Specify enhanced services for EL students:

- Provide translator for parents needing primary language support for meetings and communications promoting the positive impact of regular school attendance.
- Administration 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

Specify enhanced services for low-performing student groups:

- Administration will support parents through verbal communications between home and school, parent outreach for involvement in meetings and activities, and assist with other related resources when needed.
- Hand in Hand Mentor will work with identified at-risk students to focus on addressing chronic absenteeism through daily check-ins, make positive connections with students and families, push-in support to help students transition in to class and focus on staying in class to support learning, and will participate in structured activities during morning and lunch recesses.

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.

2019-2020 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 | Title 1 Basic | Parent Participation | Mat & Supp | | | Parent involvement (meetings, training, family nts.) - No Food/Incentives | 1,341.00 |
| G4A1 | Title 1 Basic | Guidance & Counseling Services | Subagreements | | | On-Site Counseling/FPU : On-Site Counseling | 29,440.00 |
| G4A1 | Sup & Conc | Instruction | Teacher-Supp | | | Climate & Culture Planning | 1,083.00 |
| G4A1 | Sup & Conc | Instruction | Ins Aide-Sup | | | RCA support (SEL, Attend.) | 8,765.00 |
| G4A1 | Sup & Conc | Instruction | Mat & Supp | | | : Incentives/rewards to support SEL | 500.00 |
| G4A1 | Sup & Conc | Instruction | Cons Svc/Oth | | | Fun Works : Fun Works | 2,500.00 |
| G4A1 | Sup & Conc | Attendance & Social Work Service | Cls Sup-Reg | Assistant, Resrce Cnslg | 0.4375 | | 12,277.00 |
| G4A1 | Sup & Conc | Attendance & Social Work Service | Cons Svc/Oth | | | Joint Opportunities : Hand in Hand Mentor | 20,000.00 |
| G4A2 | Sup & Conc | Instruction | Mat & Supp | | | : Rewards/Incentives to improve attendance | 1,000.00 |

\$76,906.00

2019-2020 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 | | | Suppl. for Instructional Planning | 8,016.00 |
| G1A1 | Title 1 Basic | Instruction | Mat & Supp | | | : Materials/Supplies to support Goal 1- Actions 1,2 - No Food/Incentives | 3,221.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Regu | Tutor | 0.2985 | | 25,325.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Subs | | | Subs for PLCs, PL, ILT, St. Achiev. Conf., SSTs, IEPs | 22,324.00 |
| G1A1 | Sup & Conc | Instruction | Ins Aide-Sup | | | RTI support - Tier 3 | 11,811.00 |
| G1A1 | Sup & Conc | Instruction | Bks & Ref | | | i-Ready Assessments and Instruction | 15,320.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | Materials/Supplies for G1 Actions 1,2 | 10,666.00 |
| G1A1 | Sup & Conc | Instruction | Travel | | | : Professional Learning - Conferences/Travel | 5,000.00 |
| G1A1 | Sup & Conc | Instruction | Cons Svc/Oth | | | California Teaching Fellows Foundation : Teaching Fellows to support Early Literacy | 14,551.00 |
| G1A1 | Sup & Conc | Parent Participation | Cls Sup-Sup | | | Translating support | 500.00 |
| G1A1 | LCFF: EL | Instruction | Teacher-Regu | Tutor | 0.1390 | | 11,793.00 |
| G1A1 | LCFF: EL | Instruction | Mat & Supp | | | Incentives for EL | 18.00 |
| G1A3 | Sup & Conc | Instruction | Teacher-Supp | | | Technology Coordinator | 2,225.00 |
| G1A3 | Sup & Conc | Instruction | Nc-Equipment | | | Technology - Tablets, carts, etc. | 5,000.00 |
| G1A3 | Sup & Conc | Instruction | Direct-Maint | | | Repair/maintenance of technology | 2,500.00 |
| G1A3 | Sup & Conc | Instruction | Cons Svc/Oth | | | Education Elements : Education Elements | 7,000.00 |
| G1A3 | Sup & Conc | Instructional Supervision & Admir | Cl&Tech-Sup | | | Parents kept informed through Kratt website | 1,753.00 |
| G2A1 | Sup & Conc | Parent Participation | Oth Cls-Sup | | | Childcare for parent meetings | 500.00 |
| G2A1 | Sup & Conc | Instruction | Direct-Graph | | | Graphics | 500.00 |
| G4A1 | Title 1 Basic | Parent Participation | Mat & Supp | | | Parent involvement (meetings, training, family nts.) - No Food/Incentives | 1,341.00 |
| G4A1 | Title 1 Basic | Guidance & Counseling Services | Subagreements | | | On-Site Counseling/FPU : On-Site Counseling | 29,440.00 |
| G4A1 | Sup & Conc | Instruction | Teacher-Supp | | | Climate & Culture Planning | 1,083.00 |
| G4A1 | Sup & Conc | Instruction | Ins Aide-Sup | | | RCA support (SEL, Attend.) | 8,765.00 |
| G4A1 | Sup & Conc | Instruction | Mat & Supp | | | : Incentives/rewards to support SEL | 500.00 |
| G4A1 | Sup & Conc | Instruction | Cons Svc/Oth | | | Fun Works : Fun Works | 2,500.00 |
| G4A1 | Sup & Conc | Attendance & Social Work Service | Cls Sup-Reg | Assistant, Resrce Cnslg | 0.4375 | | 12,277.00 |
| G4A1 | Sup & Conc | Attendance & Social Work Service | Cons Svc/Oth | | | Joint Opportunities : Hand in Hand Mentor | 20,000.00 |
| G4A2 | Sup & Conc | Instruction | Mat & Supp | | | : Rewards/Incentives to improve attendance | 1,000.00 |

\$224,929.00

| Funding Source Totals | Unit # | Budget Totals |
|-----------------------|--------|---------------------|
| Title 1 Basic | 3010 | \$42,018.00 |
| Sup & Conc | 7090 | \$171,100.00 |
| LCFF: EL | 7091 | \$11,811.00 |
| Grand Total | | \$224,929.00 |

| Goal Totals | Budget Totals |
|--|---------------------|
| G1 - All students will excel in reading, writing, and math | \$147,023.00 |
| G2 - All students will engage in arts, activities, and athletics | \$1,000.00 |
| G4 - All students will stay in school on target to graduate | \$76,906.00 |
| Grand Total | \$224,929.00 |