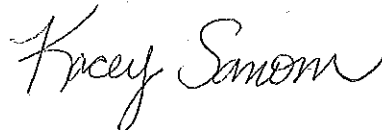


Kratt Elementary

10621666006332

Principal's Name: Kacey Sanom

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
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


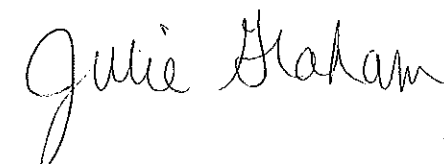
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Kacey Sanom	X				
2. Chairperson - Julie Graham		X			
3. Jana Eller		X			
4. Lisa Binns		X			
5. Erica Montano			X		
6. Rachel Tovar				X	
7. Jenelle Pitts				X	
8. Danielle Patch				X	
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date <u>May 2019</u> .

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Kacey Sanom		April 27, 2020
SSC Chairperson	Julie Graham		April 27, 2020

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2020/21

Kratt - 0285

ON-SITE ALLOCATION

3010	Title I	\$47,488 *
7090	LCFF Supplemental & Concentration	\$163,344
7091	LCFF for English Learners	\$14,097
TOTAL 2020/21 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	\$1,344
Remaining Title I funds are at the discretion of the School Site Council	\$46,144
Total Title I Allocation	\$47,488

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

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	48.007 %	44.697 %	2018-2019	51.697 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	46.068 %	41.065 %	2018-2019	48.065 %
SBAC ELA Distance from Level 3 (Students w/Disabilities)		-75.6 pts	2018-2019	-60.6 pts
SBAC Math Distance from Level 3 (Students w/Disabilities)		-105.7 pts	2018-2019	-90.7 pts

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 action was in the area of literacy achievement. 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.
 - In grades 3-6, strategic planning using information of Claims and Targets to plan rigorous tasks aligned to SBAC
 - In grades 3-6, use of IABs and FIABS for assessment and instructional purposes
 - 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
 - Implementation of iReady online instruction in reading and instructional groups
 - Designated ELD instruction with a Certificated Tutor

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)

- Many of our tier 3 students suffer from trauma. Our staff is lacking the tools and staffing to fully address the social-emotional supports needed to assist these students.
- Need for consistency of instructional decisions around identified claims, targets, and grade level standards
- Inconsistent prescriptive responses for tiered interventions among the PLC teams
- Instructional time not consistently utilized to support rigorous challenging content
- Limited resources in K-2 to support rigorous challenging content

SBAC ELA Distance from Level 3 (Students w/Disabilities)

- 11% of SPED students met proficiency on the 18-19 SBAC, but this is still far below the 48.5% proficiency of not SPED students.
- Our 4-6 SDC students did not make growth on the i-Ready diagnostic from tests 1 to 2. 100% are in Tier 3.

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

Overall students have shown site wide growth this year as indicated from quarter 1 to quarter 2 on the iReady diagnostic testing. We had a 10 percent increase in Tier 1 students, two percent decrease of Tier 2 students, and a 10 percent decrease of Tier 3 students. Our SBAC ELA scores increased 4% from 17-18 school year to 18-19 school year. Our amount of Ds and Fs this year have decreased 3% from the previous year. Our African American subgroup increased 18.5% to 54.5% for students meeting or exceeding standards on the 18-19 SBAC.

SBAC ELA Distance from Level 3 (Students w/Disabilities)

Our RSP students went from 76% not meeting standards on the i-Ready Diagnostic 1 to 59% on the Diagnostic 2. This is a 17% improvement. Our 1-3 SDC class, went from 100% not meeting standards to 86%- 14% growth.

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

Our action was in the area of math achievement. 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.
- In grades 3-6, strategic planning using information of Claims and Targets to plan rigorous tasks aligned to SBAC
- In grades 3-6, use of IABs and FIABS for assessment and instructional purposes
- 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
- Implementation of iReady online instruction in reading and instructional groups
- Designated ELD instruction with a Certificated Tutor

Overall students have shown site wide growth this year as indicated in growth from quarter 1 to quarter 2 on the iReady diagnostic testing. We had a 14 percent increase in Tier 1 students, four percent decrease of Tier 2 students, and 10 percent decrease in Tier 3 students. Our SBAC math scores increased 2% from 17-18 school year to 18-19 school year. Our amount of Ds and Fs this year have decreased 3% from the previous year.

SBAC Math Distance from Level 3 (Students w/Disabilities)

Our RSP students went from 88% not meeting standards on the i-Ready Diagnostic 1 to 65% on Diagnostic 2. This is a 23% growth. Our 1-3 SDC class went from 100% not meeting standards to 71% on the Diagnostic 2.

- Inconsistent CFA analysis among PLC teams
- Inconsistent prescriptive responses for tiered interventions among the PLC teams
- Instructional time not consistently utilized to support ri-6 S
- gorous challenging content
- Limited resources in K-2 to support rigorous challenging content

SBAC Math Distance from Level 3 (Students w/Disabilities)

- Many of our tier 3 students suffer from trauma. Our staff is lacking the tools and staffing to fully address the social-emotional supports needed to assist these students.
- 11% of SPED students met proficiency on the 18-19 SBAC, but this is still far below the 44.5% proficiency of not SPED students.
- Our 4-6 SDC students did not make growth on the i-Ready diagnostic from tests 1 to 2. 100% are in Tier 3.
- SBAC Math scores decreased among our ELL subgroup. They declined 12% on 18-19 SBAC math scores from previous year to 15% proficient.
- African American subgroup decreased 12.6% from 44.4% to 31.8% on their SBAC math scores.

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

A major shift this year was the utilization of iReady as the district common assessment. This provided additional data and diagnostic information, but staff needs further training on how to utilize the data and make shifts in their

teaching. This is changing the dynamics of PLC work. Due to this, program shifts have been made towards professional learning and planning during our PL days this year. We also allotted monies in our budget to purchase the iReady program that we did not use. We will use that money to support needed SEL supports and additional materials and supplies to support student learning.

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.

A proposed change for next year in Goal 1 is to add professional learning in the Orton Gillingham reading for our K/1 teachers to align our practices of teaching reading foundational skills to our students.

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

1 SSC:

- Increase tutoring support for students with Ds/Fs
- Continue with incentives to encourage achievement
- Continue technology for all grade levels and expand online resources
- Continue use of i-Ready

2 ELAC:

ELAC has joined with the SSC.

3 Staff:

- Additional i-Ready training
- Add math and reading fluency daily
- Invest in headphones and additional tablets
- Supplemental materials for learning gaps
- Continue with technology and blended learning
- Provide digital literacy for parents
- Increase parent engagement
- Continue grade level planning days

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, with the Kindergarten and first grade teachers attending training in the Orton Gillingham approach. This approach will help align our teaching of the reading foundational skills needed for reading success. 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 grade 1 teachers during their Blended Learning 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
- IAB and FIAB Blocks (3-6)
- SBAC ELA (3-6)
- ELPAC
- i-Ready Diagnostic assessments (3 times per year)
- i-Ready Standards Mastery
- 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
- Ongoing - planned quarterly
- May 2021
- Spring 2021
- 3 times per year
- On-going
- 3 times per year/ongoing
- Twice per year
- Ongoing

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
- 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 provide Orton Gillingham training to kindergarten and first grade teachers
- 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., fluency, keyboarding, 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.
- SPED teachers will join GE teachers during PLCs to align grade level standards, utilize resources, and ensure rigor to help support students
- SPED teachers will join district led WonderWorks PLCs to support students
- Supplemental instruction materials, resources, and technology will be provided to support intervention for significant subgroups.
- 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):

- 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

Describe Professional Learning related to this action:

- 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

- iReady diagnostic results sent home three times a year
- 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 student progress by administration during SSC/ELAC and PTA 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

Progressions, CAASPP claims/targets, item task specifications, State Standards Documents and Focus Standards.

- Professional learning with i-Ready on the i-Ready assessment and instruction system
- Professional learning on Cultural Proficiency
- 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

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
- i-Ready Diagnostic Assessments
- F-IABs and 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
- 3 times per year
- Ongoing - Planned quarterly
- May 2021
- 3 times per year/ongoing
- 2 times per 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 i-Ready assessment results sent home three times 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 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.

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.
- SPED teachers will join GE teachers during PLCs to align grade level standards, utilize resources, and ensure rigor to help support 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.
- 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 ELLs through integrated ELD.
- Professional learning on Cultural Proficiency
- 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

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, ILT, Technology Coordinator,
Teachers, Students

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):

- 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 i-Ready Diagnostic 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/ELAC and PTA 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:

- Partnership with FUSD technology TSAs to support teacher and student learning
- Provide Professional learning on the implementation of the technology Scope & Sequence

2020-2021 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	6,465.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials/Supplies to support Goal 1 Actions 1/2 - No Food, No Incentives	1,729.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement - No Food, No Incentives	1,344.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2875		26,450.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for PLCs, PL, ILT, Data Chats, SSTs, IEPs	18,419.00
G1A1	Sup & Conc	Instruction	Bks & Ref			I-Ready Teacher Toolbox	7,600.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies (OG included)	17,434.00
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	15,089.00
G1A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Translating Support	506.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1500		13,801.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials/Incentives for EL	296.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Suppl. contracts for afterschool tutoring to support math	10,368.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Technology Coordinator	2,256.00
G1A3	Sup & Conc	Instruction	Nc-Equipment			Technology - tablets, carts, etc.	5,000.00
G1A3	Sup & Conc	Instruction	Direct-Maint			Repair and maintenance of technology	2,500.00
G1A3	Sup & Conc	Instructional Supervision & Admin	CI&Tech-Sup			Parents kept informed through Kratt website	1,774.00

\$136,031.00

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	79.743 %	66.12 %	2018-2019	73.12 %

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 for students:

- All PK-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 a weekly enrichment class
- Sports in grades 3-6
- After school program (ASES)
- Peer Mediation program
- Science Olympiad
- Student Council
- Peach Blossom
- Social-emotional groups
- Field trips in all grade levels supporting the arts, athletics, and activities
- Community mentors lead grade 5-6 students in Girl Power and Kratt Ambassadors (Young Men of Character)

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

Goal 2 Participation Rate

- Attendance
- Participation and recruitment of students and staff for clubs and activities
- Students with special needs are unable to participate in certain events
- Transportation for students who use FUSD buses
- Limited opportunities for younger students K-3

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

Our PK, TK, and Kindergarten classes did not have music until February due to lack of a music teacher.

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. We will continue to fund one Hand in Hand mentor to work with the RCA and further clarify job duties to expand student engagement opportunities. We will also fund a Teaching Fellow to help organize and coordinate noon-time activities.

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:

- Add additional play equipment for all grade levels
- Increase enrichment wheel
- Add PE
- Add additional recess carts such as a building cart, blocks, obstacle course
- Continue character counts and charms

2 ELAC:

ELAC has merged with our SSC

3 Staff:

- Add additional activities/incentives for behavior
- Add different options for recess activities
- Enrichment wheel takes time
- Continue emphasizing Character Counts
- Continue with music
- Art teacher (once a month)

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

Quarterly

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 K-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.

- Teaching Fellow will plan and implement organized noon-time activities for students during lunch recesses. These activities will help engage students in team building and character development.
- Quarterly behavior incentives will be offered to promote kindness character counts, and encourage school connectedness.

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, 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.
- Use of "The Coffee Bean" and "The Energy Bus" books by Jon Gordan to support staff and students in overcoming their environment and making positive change.

2020-2021 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	Cons Svc/Oth			California Teaching Fellows Foundation : Teaching fellow to organize activities for student engagement during noon-time activities	6,252.00
G2A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Childcare for Parent Meetings	506.00
G2A1	Sup & Conc	Instruction	Direct-Graph			Graphics	500.00

\$7,258.00

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 %	94.872 %	2018-2019	100 %
Exposure to Careers - 4th Grade	100 %	91.803 %	2018-2019	98.803 %
Exposure to Careers - 6th Grade	100 %	92.537 %	2018-2019	99.537 %

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

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

Exposure to Careers - 3rd Grade

- 3rd grade – Brick for Kidz
- School-wide activities such as Red Ribbon Week, Read Across America week, Student Council leadership, Peer Mediators

Exposure to Careers - 4th Grade

- 4th grade – Transportation
- School-wide activities such as Red Ribbon Week, Read Across America week, Student Council leadership, Peer Mediators

Exposure to Careers - 6th Grade

- 6th grade – Fresno City College tour
- Exposure to Kids Invent activities in grades 5-6

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

Exposure to Careers - 3rd Grade

- Absenteeism
- African American subgroup decreased in participation from 100% to 85%
- SPED subgroup's participation decreased from 92% to 55%

Exposure to Careers - 4th Grade

- Absenteeism
- African American subgroup decreased in participation from 100% to 85%
- SPED subgroup's participation decreased from 92% to 55%

Exposure to Careers - 6th Grade

- Absenteeism
- African American subgroup decreased in participation from 100% to 85%
- SPED subgroup's participation decreased from 92% to 55%

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

Due to lack of staff participation we were not able to provide Meaningful Work opportunities 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.

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:
No feedback given related to this goal.

2 ELAC:
The ELAC joined the SSC this year.

3 Staff:
No feedback given related to this goal.

Action 1

Title: Opportunities for Leadership and Career Success

Action Details:

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

Reasoning for using this action:	<input type="checkbox"/> Strong Evidence	<input checked="" 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

Owner(s):

Timeline:

- Goal 3 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 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

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

- Grade level opportunities will be provided to all subgroups
- 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):

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.

Parents will be encouraged to participate in the many activities throughout the year.

opportunities to grow in these areas

Describe Professional Learning related to this action:

- Professional Learning 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	14.954 %	17.032 %	2018-2019	15.032 %
Suspensions Per 100	5.065 %	7.348 %	2018-2019	6.348 %
Chronic Absenteeism (Students with Disabilities)		31.2 %	2018-2019	29.2 %
Suspension Rate (Students w/Disabilities)		8 %	2018-2019	5 %

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

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

Chronic Absenteeism

Overall attendance this year has increased 64%. Chronic absenteeism has dropped 4.1% from last year. Truancy has decreased 20.4% from last year.

The following was effective in increasing attendance:

- SSTs to identify students struggling in school
- Resource Counseling Assistant and Hand in Hand mentor
- School theme to promote sense of belonging
- "All Things are Social and Emotional" staff book study
- Book buddies
- Quarterly recognition awards
- Charm incentives
- Fun Works assemblies
- Family/community events (i.e., Fun Works night, PTA movie nights, PTA Winter Wonderland, etc.)

Chronic Absenteeism (Students with Disabilities)

Chronic absenteeism in SPED students is down 3%, but their rate is 17.6% which is higher than the school average.

Suspension Rate (Students w/Disabilities)

Suspensions Per 100

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

Chronic Absenteeism

- 3rd grade - Increase of 2.1%
- 4th grade - Increase of 6.3

Chronic Absenteeism (Students with Disabilities)

Chronic absenteeism in SPED students is down 3%, but their rate is 17.6% which is higher than the school average.

Suspension Rate (Students w/Disabilities)

- Lack of consistent use of SEL strategies and SEL curriculum utilized in the classroom
- RCA and Mentor not always utilized strategically
- Several students spending time away from the class (i.e. eloping, lack coping strategies to calm down in the classroom ,etc.)

Suspensions Per 100

- Lack of consistent use of SEL strategies and SEL curriculum utilized in the classroom
- RCA and Mentor not always utilized strategically
- Several students spending time away from the class (i.e. eloping, lack coping strategies to calm down in the classroom ,etc.)
- Students continue to not show caring and kindness to each other

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

We added our own Mid-Year Climate & Culture survey for 4-6 grade students. We will continue this next year. Our intended Meaningful Work did not happen. The "Kratt Bulldogs" attendance poster did not seem to be enough of an incentive to encourage attendance. Only one class completed a poster as of this time. We also did not conduct a monthly raffle as was planned for last year. Our Climate & Culture team will revisit this idea. Our Hand in Hand mentor did not specifically focus on chronic attendance, but rather severe behaviors.

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.

Next year we plan to add quarterly student Climate & Culture surveys for grades 2 - 6 to measure how students are feeling about school throughout the year. Identified student focus groups will happen quarterly with the principal to gather student input on what is working well at Kratt, and what can be improved - based on the student perspective.

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

1 SSC:

- Continue Bulldog of the Month
- Continue Saturday school
- Continue Kratt breathing
- Continue and expand Dog House supports
- Build supports in to school structure (i.e., suspensions/expulsions)

2 ELAC:

Our ELAC has merged with our SSC.

3 Staff:

- Continue emphasizing Character Counts
- More Hand in Hand mentors and focus support on attendance
- Increase emphasis on exemplary attendance recognition
- Kindness/community service activity each month
- Consequences for severe behaviors

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 lessons, Guidelines for Success, MindUp, Morning Meetings, 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 six 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, Climate & Culture team, Hand in Hand Mentor

Timeline:

School-wide structures will begin the first day of school with Morning Meetings

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.
- Quarterly incentives will be offered to promote kindness, character counts, and engage students in school connectedness.

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

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

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)
- Use of "The Coffee Bean" and "The Energy Bus" books by Jon Gordan to support staff and students in overcoming their environment and making positive change.
- Professional learning on Cultural Proficiency

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:	<input type="checkbox"/> Strong Evidence	<input checked="" 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

- 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 exemplary attendance along with attendance charms
- 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.

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.

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 exemplary attendance recognized.

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.

- Parents will receive ongoing school communications about the importance of good attendance.
- Provide translating support for parents

2020-2021 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	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : On-Site Counseling	37,950.00
G4A1	Sup & Conc	Instruction	Ins Aide-Sup			RCA Support with SEL Groups/Attendance	8,848.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Incentives/rewards to support positive behavior and SEL	1,000.00
G4A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		13,342.00
G4A1	Sup & Conc	Attendance & Social Work Services	Cons Svc/Oth			Joint Opportunities: Hand in Hand Mentor : Hand in Hand Mentor	20,000.00
G4A2	Sup & Conc	Instruction	Mat & Supp			: Incentives/rewards to improve attendance	500.00

\$81,640.00

2020-2021 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	6,465.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials/Supplies to support Goal 1 Actions 1/2 - No Food, No Incentives	1,729.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement - No Food, No Incentives	1,344.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2875		26,450.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for PLCs, PL, ILT, Data Chats, SSTs, IEPs	18,419.00
G1A1	Sup & Conc	Instruction	Bks & Ref			I-Ready Teacher Toolbox	7,600.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies (OG included)	17,434.00
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	15,089.00
G1A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Translating Support	506.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1500		13,801.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials/Incentives for EL	296.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Suppl. contracts for afterschool tutoring to support math	10,368.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Technology Coordinator	2,256.00
G1A3	Sup & Conc	Instruction	Nc-Equipment			Technology - tablets, carts, etc.	5,000.00
G1A3	Sup & Conc	Instruction	Direct-Maint			Repair and maintenance of technology	2,500.00
G1A3	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Sup			Parents kept informed through Kratt website	1,774.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Teaching fellow to organize activities for student engagement during noon-time activities	6,252.00
G2A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Childcare for Parent Meetings	506.00
G2A1	Sup & Conc	Instruction	Direct-Graph			Graphics	500.00
G4A1	Title 1 Basic	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : On-Site Counseling	37,950.00
G4A1	Sup & Conc	Instruction	Ins Aide-Sup			RCA Support with SEL Groups/Attendance	8,848.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Incentives/rewards to support positive behavior and SEL	1,000.00
G4A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		13,342.00
G4A1	Sup & Conc	Attendance & Social Work Services	Cons Svc/Oth			Joint Opportunities: Hand in Hand Mentor : Hand in Hand Mentor	20,000.00
G4A2	Sup & Conc	Instruction	Mat & Supp			: Incentives/rewards to improve attendance	500.00

\$224,929.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$47,488.00
Sup & Conc	7090	\$163,344.00
LCFF: EL	7091	\$14,097.00
Grand Total		\$224,929.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$136,031.00
G2 - All students will engage in arts, activities, and athletics	\$7,258.00
G4 - All students will stay in school on target to graduate	\$81,640.00
Grand Total	\$224,929.00