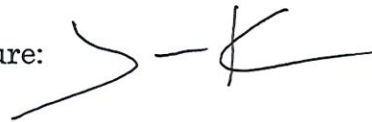


Kratt Elementary

10621666006068

Principal's Name: John Kaup

Principal's Signature:

A handwritten signature in black ink, consisting of a stylized 'J' followed by a horizontal line and a 'K'.

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

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/Parent and Family Engagement Policy /Compact **See Addendum</i>

District Goals	
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including 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 District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students' education

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

Consolidated Program Assurances

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.
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 student groups 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 (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (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 and Family Engagement 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 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.



School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - John Kaup	X				
2. Chairperson - Brook Justin Silveira		X			
3. SSC Secretary- Gina Mastro		X			
4. DAC Representative – Silvia Zavala				X	
5. Carolina Cervantes-Ruiz		X			
6. Art Martinez			X		
7. Patrick McCoy				X	
8. Lindsey McCoy				X	
9. Ron Vasquez				X	
10. Becky Troung				X	
11. DELAC Rep - Elizabeth Portillo					
12.					
13.					
14.					
15.					

Check the appropriate box below:

☐ ELAC reviewed the SPSA as a school advisory committee.☒ ELAC voted to consolidate with the SSC. Date: 03/22/23

Required Signatures

School Name: Kratt Elementary			
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	John Kaup		2-26-24
SSC Chairperson	Brook Justin-Silveira		2-26-24

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

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Kratt - 0285

ON-SITE ALLOCATION

3010	Title I	\$65,070 *
7090	LCFF Supplemental & Concentration	\$203,634
7091	LCFF for English Learners	\$18,576

TOTAL 2024/25 ON-SITE ALLOCATION

\$287,280

* 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	\$1,928
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Remaining Title I funds are at the discretion of the School Site Council	\$63,142
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Total Title I Allocation	\$65,070
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Kratt Elementary 2024-2025 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓	32 pts	-51 pts	2023-2024	-36 pts
SBAC ELA - percentage of students met/exceeded standard	✓	36.06 %	26.5 %	2023-2024	31 %
SBAC Math - Average distance from standard	✓	53 pts	-52.3 pts	2023-2024	-37 pts
SBAC Math - percentage of students met/exceeded standard	✓	28.44 %	27.4 %	2023-2024	32 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Implemented a rigorous and comprehensive language arts program aligned with CCSS.

Daily 30-minute intervention block with support from Teaching Fellows. This support happened regularly. The intervention by teaching fellows was oversaw by Academic Coach

Multiple assessments utilized to identify grade 1-4 students in need of additional supports. Assessments included iReady results, fluency assessments, and DIBELS assessments. For the coming year, we anticipate Dibels being funded through Literacy Plan. PLC formative assessments given quarterly and planned for in assessment calendar.

PLC planning with strategic alignment of standards, curriculum, instruction, assessments, and tier II academic intervention.

92% of students are using iReady reading with 59% passing lessons with 70% or more. 92% of students using iReady math with 82% passing lessons with 70% or more.

Continued use of technology tools to support instruction.

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

- Student attendance
 - All Students: 27.9% chronically absent
 - African American Students: 33.4% chronically absent Asian: 14.3% chronically absent
 - English Learners: 16% chronically absent Std w/disabilities: 41.2% chronically absent 2 or More Races: 41.6% chronically absent
- Many students are in need of SEL support. While this was planned for in the site plan last year to have Tier II specialist, District level staffing was unable to be fulfilled for Kratt.
- PLCs are developing in implementing student data in decision making and ILT has been focused on PLC+ and understanding. This year limited Regional ILT occurred but was focused on student engagement.
- PLCs are developing in alignment of instructional decisions.
- 2% of students with disabilities met proficiency on the math iReady diagnostic #2 compared to 20% overall.
- 3% of students with disabilities met proficiency on the reading iReady diagnostic #2 compared to 32% overall.

In grades 3-6 used FIAB in instructional planning and assessment calendar. In grades 1-6 implementation and PL using Math Lesson Design.

Increase English Learner Redesignation Rate:

Certificated tutor met with EL students for designated ELD instruction dailyutilizing Wonders ELD curriculum.

Integrated ELD instruction given in classrooms.

Utilized teaching fellows 3 days a week to support EL students. Utilized ELD curriculum

Student behavior is another contributing factor student achievement. AA, SWD, students of 2 or more races were suspended at a higher rate.

All Students: 5% suspended at least one day

African American Students: 14% suspended at least one day Std w/disabilities: 1% suspended at least one day

2 or More Races: 7% suspended at least one day

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

The site had intended on using teaching fellows and Certificated Tutors primarily to perform interventions. The site allocated funds for a full-time instructor just for PE. This allowed teachers to work with colleagues in their PLC to push in and provide intervention and acceleration as planned for in grade level assessment calendars. The school site still utilized Teaching Fellows and 1 Certificated Tutor.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Next year we will continue with funding a TSAthat specifically instructs the students in Physical Education freeing up classroom teachers to work with their PLC on push in supports in the area of mathematics and reading. The TSA will support the site by focusing on Campus Culture and student-centered rewards and recognition with an emphasis on family involvement. We will continue to fund one certificated tutor to focus on EL student support. We will continue to fund Teaching Fellows for push-in classroom support. Certificated Tutor and Teaching Fellows will work at the direction of Academic Coach and site administration. The Academic Coach will also continue the PL initiative around Math lesson Design.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, , and Secondary Students).

Keep current actions with shifts that have been implemented this year.

2 ELAC:

Keep current actions with shifts that have been implemented this year.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Keep current actions with shifts that have been implemented this year.

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 utilize a 30-minute blended learning block. Emphasis will be on reading support and intervention in literacy.

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
- Dibels reading assessments
- Fluency progress monitoring
- IAB and FIAB Blocks (3-6)
- SBAC ELA (3-6)
- ELPAC
- i-Ready Diagnostic assessments (3 times per year)
- i-Ready Standards Mastery assessments
- Student goal setting
- Grade level data chats
- Daily progress monitoring: Classroom observations using the IPG tool, feedback, and reflective conversations.

Owner(s):

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

Timeline:

- Ongoing
- Ongoing
- Quarterly
- Ongoing - planned quarterly
- May 2025
- Spring 2025
- 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 Tier 1 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. Focus of PLC and ILT will be around PLC+ and PLC Activator to set and work towards data based growth targets for individual PLCs utilizing the CCI process.
- 30 minute Daily Blended Learning Block of Tier 2 and 3 instruction-differentiated, personalized small instruction utilizing the i-Ready system for all students provided by classroom teachers utilizing small group instruction. Special emphasis in small groups will be placed on our statistically significant groups showing disproportionality. For reading, that is our SWD.
- 1 Certificated tutors to provide EL interventions during the RTI block (Tier 3)
- 2 Teaching Fellows to support first through third grade students in reading foundations during the RTI block (Tier 2)
- PLC created Common Formative Assessments & Data Analysis
- Supplemental Contracts and substitutes to support teacher planning, professional learning, ILT, grade level data chats, and monthly SST/IEP meetings.
- Funds to provide literacy professional learning for teachers and staff (Write Tools, Reading Foundation skills, Reading comprehension)
- Materials/supplies to support student achievement, professional learning of teachers, and parent engagement.
- On-line Instructional Programs (i.e., fluency, keyboarding, DIBELS, 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, etc.)

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs

Kratt currently has no identified red groups for ELA on California Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

CT to perform intervention and support for EL students.

Teaching Fellows for Academic Instructional support.

Hand in Hand Mentor to support with student academic and attendance monitoring.

Positivity Project to support student overall SEL and connectedness to school.

3. As a site: What are planned actions to support this student group?

- 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 EL and redesignated students quarterly.
- CT and VP and Academic Coach 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.
- CT, Admin, and Sped team will monitor students with IEP for language reclassification.
- 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
- Teacher PL on the use of ELD strategies (i.e., academic discourse and visual supports)
- ELPAC assessors will be funded to support ELPAC so that the CT can continue to focus on direct instruction with small groups.

Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

Kratt currently has no identified red groups for ELA.

2. Using Title I funds Only: What are the planned expenses to support this student group?

CT to perform intervention and support for EL students.

Teaching Fellows for academic instructional support.

Hand in Hand Mentor to support with student academic and attendance monitoring.

Positivity Project to support student overall SEL and connectedness to school.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

CT to work with EL students

TSA to allow teachers to work in small groups and provide incentives.

RCA for SEL support

Teaching Fellows to push in and work with small groups of students.

4. As a site: What are planned actions to support this student group?

- 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 utilize assessment calendar to set goals for student not performing up to standards.
- Site funded Hand in Hand mentor to support identified low performing students, ELLs, Special Ed, African American, and students of poverty, 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.
- Twice per year the RSP teacher and paraeducators will meet with general education teachers to review student IEP goals and progress of students.

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. Teachers will have access to push-in support from a PLC partner.

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)
- Beyond the Basic Facts (3-6)
- MLD resources and supports
- Student goal setting
- Student Achievement Conferences
- Daily progress monitoring: Classroom observations using the IPG tool, feedback, and reflective conversations

Owner(s):

Administrators, Academic Coach, Classroom Teachers, Students

Timeline:

- Ongoing
- 3 times per year
- Ongoing - Planned quarterly
- May 2025
- Ongoing
- Ongoing
- 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
- Dedicated time in the instructional day for Tier 2 and 3 differentiated instruction provided by classroom teachers utilizing small group instruction. This will also include Push-in by PLC partner due to TSA providing Physical Education instruction. Special emphasis in small groups will be placed on our statistically significant groups showing disproportionality. For math, that is our SWD.
- PLC created Common Formative Assessments & Data Analysis (Tier 1)
- Supplemental Contracts and substitutes to support teacher planning, professional learning, ILT, Student Achievement Conferences, and monthly SST/IEP meetings.
- Opportunities 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)
- Instructional Practices walks weekly to collect data on use of effective practices and to provide feedback.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

Kratt currently has no identified red groups for Math on California Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

CT to perform intervention and support for EL students.

Teaching Fellows for Academic Instructional support.

Hand in Hand Mentor to support with student SEL, academic, and attendance monitoring.

Positivity Project to support student overall SEL and connectedness to school.

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

Kratt currently has no groups in the Red for math.

2. Using Title I funds Only: What are the planned expenses to support this student group?

Teaching Fellows for Academic Instructional support.

Hand in Hand Mentor to support with student SEL, academic, and attendance monitoring.

Positivity Project to support student overall SEL and connectedness to school.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

TSA for small group instruction and incentives

- Teachers will provide integrated ELD throughout the day in every lesson/content area.
- CT and VP Academic Coach will meet regularly throughout the year to monitor how students are progressing and monitor program effectiveness by assessing student math proficiency using quarterly math assessments.
- Access to technology will be provided in order to enhance math language acquisition, vocabulary, fluency, and conceptual knowledge.
- Materials and supplies will be purchased that support access to CORE curriculum.
- Teacher PL on the use of ELD strategies (i.e., academic discourse and visual supports)
- PLC assessment calendars will plan to address all students towards mastery of standard utilizing small group instruction available due to Math Push in time.

Resource Counseling Assistant to support SEL

Teaching Fellows to provide in class support

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- All teachers will review assessment data quarterly with academic coach and administration 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. Push-in instruction will be designed to support low performing groups.
- 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.
- Professional learning that provides research-based strategies in working with: ELLs, Special Ed, African American, and students of poverty.
- Twice per year the RSP teacher and paraeducators will meet with general education teachers to review student IEP goals and progress of students.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0285 Kratt Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows - Split Funded with Unit 7090	35,470.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.1750		19,445.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			ELPAC Assessors	3,064.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Reflexology Site License - Also supports G1/A2	4,795.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies / Incentives and Rewards for SEL Goal 3 Action 2	20,515.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	4,500.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Split funded with 3010 - California Teaching Fellows	8,570.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology repair	2,500.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1650		18,334.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies for EL	242.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.8000	Position split-funded: .8 Kratt Unit 7090 and .2 Unit 7830 (Prop 28) to equal 1.0 FTE.	99,123.00

\$216,558.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	86.47 %	82.7 %	2023-2024	86.8 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

- Prepare productive members of the community.
- Students had the opportunity to participate in Cross Country, Girls and Boys Volleyball, Girls and Boys Basketball, Track, Girls and Boys Softball so far this year
- Students have participated in Outdoor Structured facilitated by Teaching Fellows.
- PTA provided a free Bingo night, fall jog-a-thon, and dance.
- Student dressed up and participated in Red Ribbon Week, Kindness day, the 100th day of school, and plan to have activities for Read Across America.
- School psychologist, Hand in Hand Mentors, and Resource Counseling Assistant continued targeted weekly student support groups.
- Students had the opportunity to participate in school spelling bee, student council, and Minecraft.
- Students had the option to participate in at least one field trip sponsored by the Goal 2 office
- All Grade levels 1-6 were able to participate in an experience through College and Career Readiness

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Student attendance remained an issue in the 2023-2024 school year.

Students have experiences that require SEL support. While this was planned for in the current school year, lack of Tier II specialist made this a challenge.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

The site continued work on Tier I structures and instruction. Our Climate and Culture Team started work around attendance incentives. Our school schedules remain in a cycle of improvement to maximize SEL and career based activities.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

There continues to be struggles with staffing extra curricular activities, leaving participating staff feeling stretched by offering multiple opportunities for students. Funding a TSA that in part will focus on student rewards, opportunities, and family engagement will help alleviate the stress on the teaching and classified staff already in place. We will continue to offer a variety of opportunities for students and look to expand partnerships.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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.

<div>1 SSC - (Teacher/Staff, Parents , and Secondary Students).</div> <div>Keep current actions with shifts that have been implemented this year</div>	<div>2 ELAC:</div> <div>Keep current actions with shifts that have been implemented this year</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div>Keep current actions with shifts that have been implemented this year</div>
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Action 1

Title: Prepare Productive Members of the Community

Action Details:

Kratt will prepare students to be productive members of the community by providing a variety of real-world learning experiences. These experiences will be in the areas of civic education, character counts, school leadership, community service/projects, lunch clubs, and additional opportunities through field trips, career speakers, and research presentations.

Reasoning for using this action:

☐ Strong Evidence

☒ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

<div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <ul style="list-style-type: none">Goal 2 participation reportAttendance at real-world learning events, field trips, projects, etc.Participation in student clubs, service projects, and Student Council	<div>Owner(s):</div> <div>Administrators, Classroom teachers, RCA, Lunch Clubs Teaching Fellow</div>	<div>Timeline:</div> <ul style="list-style-type: none">QuarterlyOpportunities will be scheduled on our site yearly calendar
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Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- One teaching fellows will be provided to facilitate and support outdoor activities during lunch times 5 days per week.
- 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.)
- Materials/supplies to support student learning experiences.
- Funds to provide incentives and awards for student participation and achievements.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

Kratt currently has no student groups in red.

2. Using Title I funds Only: What are the planned expenses to support this student group?

Teaching Fellows to support student centered experiences, such as Red Ribbon Week, Read Across America, structured outdoor activities.

Hand in Hand Mentor to support with student academic, attendance monitoring, and school connectedness.

Positivity Project to support student overall SEL and connectedness to school.

3. As a site: What are planned actions to support this student group?

- 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.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

Kratt elementary has identified African American students in the red on the California Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support African American students by utilizing Positivity Project daily (Tier 1) and having a Mentor that works on targeted supports (Tier 2).

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support African American students by utilizing incentives and rewards for SEL, California Teaching Fellows for clubs and structured recess activities, materials and supplies that support learning, and a site funded TSA that in addition to teaching responsibility will focus on Campus Culture.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Students will be supported through the CWAS, RCA and Hand in Hand Mentor when needed. Interventions and supports will be provided to students based on data/need.
- HSL, CWAS, RCA and Admin team will work with small groups to improve attendance and reduce misbehaviors. Specifically focused on African American, Asian, English learners and SWD

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0285 Kratt Elementary (Locked)

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Direct-Graph			Graphics - Tier 1 expectations and procedures, Window Graphics	5,000.00

\$5,000.00

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		26.4 %	2023-2024	8 %
Suspension Rate - Semester 1	✓	1.8 %	2.2 %	2023-2024	0.8 %
Suspension Rate - Semester 1 (African American)	✓		6 %	2023-2024	2.6 %
Suspension Rate - Semester 1 (Hispanic)	✓		2 %	2023-2024	1 %
Suspension Rate - Semester 1 (Socioeconomically Disadvantaged)	✓		2.5 %	2023-2024	1.5 %
Suspension Rate - Semester 1 (Students w/ Disabilities)	✓		1.9 %	2023-2024	0.9 %
Suspension Rate - Semester 1 (White)	✓		1 %	2023-2024	0 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Students will engage in recognition, Social emotional learning, and activities that decrease chronic absenteeism and suspensions.

- District provided Home Scholl Liaison that has helped with home to school connections.
- Quarterly awards that recognize student effort, achievement and character.
- Multiple all school rallies led by student council to increase sense of fun.
- Yearbook available to capture memories.
- Collaboration with PTA on fun events like Jog-a-thon, dance, and game night.
- Use of RCA and Hand in Hand Mentor
- Use of Second Step and Positivity Project.
- Use of B.A.R.K acronym for common language around expectations and guidelines for success.
- Days devoted to IEP and SST meetings to keep pace with parent requests and compliance.
- Extended learning opportunities through winter and summer camps. Plus, After School program daily.

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Student engagement opportunities / Supports for SEL / Decrease Chronic Absenteeism.

- Chronic Absenteeism is at 29.9% as of March 4, 2024
- SWD chronic absenteeism is at 43.7% as of March 4, 2024
- English Learner chronic absenteeism is at 14% as of March 4, 2024
- 41 suspension incidents so far this school year.
- 27 of the suspensions are males.
- 63% of suspensions are for threat, attempt or causing physical injury.
- Lack of a Tler II specialist for second year in a row from Department of Prevention and Intervention.
- Lack of parent engagement in attendance meetings and other topics for students with chronic abences.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

The site intended on having a Tier II specialist for the second year in a row where staffing did not materialize. The school psychologist, RCA and Hand in Hand Mentor worked to subsidize this work in addition to other responsibilities. Implementation of the Second Step curriculum remains inconsistent even though the site added a daily SEL block to all grade level schedules. The Targeted Student Support Team remained consistent for the year and traction is beginning in areas of Tier I. A dedicated Tier II specialist will help the team be more proactive and targeted. The school Climate and Culture team continued on work around data points from the Climate Survey. Our goal was primarily focused on students reporting feeling safe at school. The site experienced a positive 5% growth in that area primarily focusing on Tier I structures. Consistency in staffing has helped changes to take hold including the use of our district funded campus safety assistant.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Kratt will continue to refine our tier I practices while focusing on targeted tier II moves that support our identified ATSI groups. We will continue to utilize staff including teaching fellows to sponsor lunch time club opportunities for students and structured activities during recess time. The Resource Counseling Assistant will continue to expand offerings through the student support center. The site plans to continue using a minimum of one Hand in Hand Mentor to support students in day-to-day challenges. We hope the district works to staff a dedicated Tier II specialist at our site. The school will continue to have a dedicated Campus Safety Assistant. That role expanded this year to include more student interactions and will continue to expand as a support to students to help make connections to the site.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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.

<div><div>1</div><div>SSC - (Teacher/Staff, Parents, and Secondary Students).</div></div> <div>Keep current actions</div>	<div><div>2</div><div>ELAC:</div></div> <div>Keep current actions</div>	<div><div>3</div><div>Staff - (Credentialed Staff, Classified Staff, and Administrators):</div></div> <div>Keep current actions.</div>
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Action 1

Title: Student Engagement Opportunities

Action Details:

Kratt will implement a wide range of opportunities to increase students' social well-being and 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 School Engagement reports
- Review of School Climate & Culture student, family, and staff surveys
- Participation rates in activities, clubs, sports, etc.
- Attendance at activities/programs

Owner(s):

Administrators, Teachers, School Climate & Culture Team, Coaches, CWAS, Noon-time Teaching Fellows, RCA, Hand in Hand Mentors

Timeline:

- Quarterly

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

- Provide wider array of options during recess: including clubs, noon-time library activities, outdoor structured activities, and additional play equipment. Specifically utilize TSA for club options and monitoring student engagement. (Tier 1)
- 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. (Tier 2)
- 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.
- A 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. (Tier 1)
- Quarterly behavior incentives will be offered to promote kindness, character counts, and encourage school connectedness. Organized by TSA and recognized at quarterly awards assembly.
- School assemblies will be provided to continue to build student belonging and school connectedness.
- Hand in Hand mentor and other student supports will continue to offer incentives to groups and case load to establish positive relationships and adult connectedness. (Tier 3)

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

Kratt has no identified student groups in the red.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learners by utilizing teaching fellows for small group instruction and work with the CT. Provide Parent Involvement materials and supplies in native language, and utilize a Hand in hand mentor for SEL support.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by having a 3.5 hour CT on staff specifically working with EL students. Hire ELPAC assessors to complete ELPAC. Provide SEL incentives and a Resource Counseling Assistant for SEL support.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- 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.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

Kratt elementary has identified African American, Hispanic, Socioeconomically Disadvantaged, SWD, White students in the red on the California Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support these students by utilizing Positivity Project daily (Tier 1) and having a Mentor that works on targeted supports (Tier 2).

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support these students by utilizing incentives and rewards for SEL, California Teaching Fellows for clubs and structured recess activities, materials and supplies that support learning, and a site funded TSA that in addition to teaching responsibility will focus on Campus Culture.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Students will be supported through the CWAS, RCA and Hand in Hand Mentor when needed. Interventions and supports will be provided to students based on data/need.
- HSL, CWAS, RCA and Admin team will work with small groups to improve attendance and reduce misbehaviors. Specifically focused on African American, Hispanic, Socioeconomically Disadvantaged, SWD, White

Action 2

Title: Supports for Social-Emotional Learning

Action Details:

Kratt will continue to implement a Tiered Level of support for students' social and emotional learning. A Social and Emotional Learning team will monitor students' behaviors, programs, and school supports to ensure students are engaged in the learning and support they need. This will directly link to a reduction in student suspension rates.

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:
<ul style="list-style-type: none">Atlas Office Referrals by Teacher analysisPower BI behavior reportsTier II reportsRCA reportsSST referralsAtlas Suspension ratesReferrals for Tier 2 and 3 SEL supportSEL surveysClass Meeting Quarterly LogsDaily progress monitoring: Classroom observations, feedback, and reflective conversationsDesignated SEL time every class every day.First 10 days of school lessons around B.A.R.K Guidelines, Second Step and Positivity Project.	Administrators, Classroom teachers, Tier II specialist, RCA, School Psychologist, Climate & Culture team, Hand in Hand Mentors	School-wide structures will begin the first day of school with the Positivity Project, BARK Guidelines for Success, etc. 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 and Second Step 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)
- All teachers will teach the daily character strength using the Positivity Project program (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)
- The Tier II specialist will organize and structure Tier 2 supports as well as meet with small groups of students. (Tier 2). Specific emphasis will be placed on student groups that were suspended at disproportionately high levels (African American, SWD, and students of 2 or more races.)
- One Hand in Hand Mentors will be funded as an intervention/ support for identified Tier 2 &3 students. The mentors 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 into 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 site funded TSA
- Teachers, Administration, School Psych, nurse, and parents will participate in Student Success Team meetings to determine Tier 3 behavioral/social-emotional interventions for identified students.
- Student incentives for displaying character and following school wide expectations will be celebrated at Black Top Friday and other school wide events and feature awards.
- Quarterly incentives will be offered to promote kindness, character counts, and engage students in school connectedness.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

Kratt elementary has identified African American students in the red on the California Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support EL / African American students by utilizing Positivity Project daily (Tier 1) and having a Mentor that works on targeted supports (Tier 2).

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

EL students will be supported through Certificated Tutor, Tier II specialist, RCA, and Hand in Hand Mentor when needed. Interventions and supports will be provided to students based on data/need.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

Kratt elementary has identified African American, Hispanic, Socioeconomically Disadvantaged, SWD, White students in the red on the California Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support these students by utilizing Positivity Project daily (Tier 1) and having a Mentor that works on targeted supports (Tier 2).

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support these students by utilizing incentives and rewards for SEL, California Teaching Fellows for clubs and structured recess activities, materials and supplies that support learning, and a site funded TSA that in addition to teaching responsibility will focus on Campus Culture.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Students will be supported through the CWAS, RCA and Hand in Hand Mentor when needed. Interventions and supports will be provided to students based on data/need.
- HSL, CWAS, RCA and Admin team will work with small groups to improve attendance and reduce misbehaviors. Specifically focused on African American, Hispanic, Socioeconomically Disadvantaged, SWD, White

Action 3

Title: Decrease Chronic Absenteeism

Action Details:

Kratt will increase student attendance rates by creating a focus on the importance of attendance for future student success with staff, students, families, and the community. Kratt will implement a school-wide attendance program by establishing goals for improving attendance and provide communication throughout the year to all stakeholders on the importance of attendance and improving a positive school climate resulting in better schoolwide attendance. Kratt will continue to use our site funded TSA for PE and an emphasis on student recognition and award. .

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 and Power BI Attendance Data Reports
- A2A attendance data
- Attendance letters
- Attendance conferences with parents - sign-in sheets/logs
- Attendance contracts

Owner(s):

Administrators, Office Assistant, Classroom Teachers,
Home School Liaison Mentors, School Tier II
Specialist, Students

Timeline:

Monthly
Quarterly

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

- Quarterly awards given for exemplary attendance along with attendance charms. (Tier 1)
- Teachers, HSL and administration will reach out to conference with families about the importance of attendance. (Tier 2)
- Conferences will be held with parents of chronically absent students.
- Hand in Hand mentor, HSL along with the Tier II specialist will conduct regular check-ins with identified students and develop incentive contracts for students with chronic or severely chronic attendance.
- Tier II specialist and HSL will work with families to provide supports on the importance of regular attendance. (Tier 3)
- HSL will work with families to ensure students are at school regularly and offer supports to families when needed. HSL will put emphasis on subgroups that are showing highest percentage of missing school. (African American, SWD, and 2 or more races.)

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

At Kratt, African American Students were an identified red subgroup for suspensions in 2022-23. This has a direct impact on school attendance.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support African American students by providing a Hand in Hand mentor that will specifically work with our site funded TSA to create intentional mentorship and connection with our identified group.

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Provide translator for parents needing primary language support for meetings and communications promoting the positive impact of regular school attendance.
- Administration, Tier II specialist, and Home-School Liaison 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. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

At Kratt, African American Students were an identified red subgroup for suspensions in 2022-23. This has a direct impact on school attendance.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support African American students by providing a Hand in Hand mentor that will specifically work with our site funded TSA to create intentional mentorship and connection with our identified group.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

Site funded TSA

Resource Counseling Assistant

Teaching Fellows for Structured Recess

Supplies and incentives for family events

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- 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.
- Tier II specialist, TSA and 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 into class and focus on staying in class to support learning, and will participate in structured activities during morning and lunch recesses.

- HSL will work with Targeted Student Support Team to identify and bring forward students from our identified struggling groups. (African American, EL, SWD, Asian, and 2 or more races.)

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0285 Kratt Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Instruction	Mat & Supp			Graphics - Communication Folder	500.00
G3A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement Materials and Supplies - No food or incentives	2,000.00
G3A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Hand in hand Mentor : Hand in hand Mentor for SEL	23,000.00
G3A2	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			Positivity Project : Positivity Project for SEL	3,800.00
G3A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		16,149.00

\$45,449.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	86.6 %	92 %	2023-2024	94 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Professional Learning and Positive School Environment

- Teachers received ongoing instructional coaching and support from SWJN Math and Math lesson design.
- District Provided full-time Academic Coach to help with professional learning, instructional walks, collaboration with admin team, tier 1 practices, and teacher support.
- ILT continued with in-depth study and implementation of PLC+
- Climate and Culture Team emphasis on attendance, and common area expectations.

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Implementation and cycle of improvement around changes made to better implement student supports, levels of misbehavior, PAWS Lines and incentives, and other tier 1 practices.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Regional ILT focus shifted from grading for Equity to Student Engagement this year. This is the second year in a row that a Tier II specialist has failed to materialize from the leadership of the Department of Prevention and Intervention. Our Tier II team has been running through Administration and the school psychologist. Collaboration with the Climate and Culture Team led to a focus on Tier I structures around Guidelines for Success, Common Area Expectations and regular school attendance. These efforts will continue to be expanded upon. While the school has benefited from improved Tier I structures, it will be necessary in the coming year to take targeted actions around our ATSI sub groups at the Tier II level independent of if district staffing can be fulfilled.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Next year we will continue Math lesson Design and continue to include all grade levels 1-6. We will continue to provide resources and different SEL needs in small groups to students in need. We will continue to expand the impact

of the site funded TSA in working in collaboration with the staff on culture-based activities, student recognition, and family involvement. When hiring new staff we will continue to consider diversity so that our staff is representative of our school community.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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.

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div>Keep current actions</div>	<div>2 ELAC:</div> <div>Keep current actions</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div>Keep current actions.</div>
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Action 1

Title: Professional Learning for Staff

Action Details:

Teachers and support personnel will receive professional learning throughout the year to continue their own professional growth and learning in support of student academic and social and emotional learning.

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

- Staff surveys after PL
- Staff implementation after PL based on classroom walkthroughs, observation data, staff conversations.
- Academic coach calendar and logs
- Administration and Academic Coach will utilize observation tracker from Leverage Leadership to monitor instructional trends during twice weekly class walks.

Owner(s):

Administration, Staff

Timeline:

- Weekly PLC meetings
- PL throughout the year
- Ongoing

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

- **Student Academics:**
- ELA FUSD instructional coaches and site coach PL to TK-3 teachers and Certificated Tutors on early literacy skills.
- Grade 3-6 teachers will have PL on using SBAC claims and targets to align instructional tasks with the rigor of grade level standards.
- Substitute teachers will be provided quarterly to allow PLCs to work together and create quarterly assessment calendars and instructional plans for ELA and Math
- Classified staff will have monthly meetings to focus on best strategies to support student academic achievement.
- Data chats to focus on student achievement with PLCs will be conducted quarterly using Kratt Data Protocol.
- Professional learning will be provided to the Teaching Fellows who work with grades 1-3 in early literacy skills and strategies by Academic Coach.
- Funds provided for classroom materials/supplies to support student academic achievement.
- **Student Centered and Real-World Learning:**

- ILT and CCT will develop a school calendar to plan for a variety of student centered and real-world learning experiences.
- **Student Engagement:**
- Professional learning will be provided to Teaching Fellows, Hand in Hand Mentor, RCA, Tier II Specialist, HSL and Noontime Teaching Assistants to support student engagement.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

Kratt has no subgroups identified as red in this area.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support by providing the school with a hand in hand mentor, and utilizing teaching fellows in the primary grades.

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- 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, Academic Coach and VP will meet regularly throughout the year to monitor how students are progressing and monitor program effectiveness.
- PL will embed strategies for English Learners to promote academic discourse and increase opportunities for language development in reading, writing, listening, and speaking.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Goal 4 does not have specific student group data, but you can choose to put staff related actions in place that will positively affect student outcomes aligned with the metrics in Goals 1-3. Otherwise you can speak to the enhanced service for low-performing student groups in general terms in this section.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

Kratt has no subgroups identified as red in this area.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support by providing the school with a hand in hand mentor, and utilizing teaching fellows in the primary grades.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

Technology Support

3.5 hour CT focused on EL students

Sub days for IEP Days, SST Meetings, and planning

Incentives and rewards for SEL

Utilization of Teaching Fellows

3.5 hour Resource Counseling Assistant

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- 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.
- RSP and GE teacher articulation twice per year to review IEP goals, accommodations, etc.
- Weekly PLC development and analysis of CFAs
- Quarterly PLC instructional planning with focus towards targeted groups (African American, SWD, EL, and Asian).

Action 2

Title: Create a Positive School Environment for Staff

Action Details:

We will create a positive school environment where Kratt staff feel valued and have a sense of belonging at our school. A variety of staff appreciation and engaging activities will be planned throughout the year for staff to participate in.

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

- Staff participation rates at events
- Staff survey data

Owner(s):

Climate and Culture Team, Sunshine Club, Staff

Timeline:

Ongoing throughout the year

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

- The Climate and Culture team will meet monthly and center work on one data point at a time from Climate and Culture Survey Data.
- A Kratt Sunshine Committee will work together to commemorate special events for staff members and plan engaging activities (Friday snacks, gifts for different events, social gatherings, etc.)
- Diverse events will be created throughout the year to involve and appreciate all staff and students (Rallies, Family nights, Blacktop Fridays, Spirit Weeks, etc.)
- Opportunities for collaboration will be embedded in professional learning to help build a sense of community among the staff.
- Data chats between the teachers and administration
- Professional Learning Communities will meet weekly to review student data and share best teaching practices with each other.
- When hiring new staff, stakeholders with direct contact to the position will be included on the interview panel (ex. if a third-grade opening, the third-grade teachers will be invited to sit on the panel)
- Purchase materials/supplies for staff events.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

Kratt has no subgroups in the red.

2. Using Title I funds Only: What are the planned expenses to support this student group?

Positivity Project

Hand in hand Mentor

California Teaching Fellows

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- PLC collaboration
- PLC CFA creation and analysis

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Goal 4 does not have specific student group data, but you can choose to put staff related actions in place that will positively affect student outcomes aligned with the metrics in Goals 1-3. Otherwise you can speak to the enhanced service for low-performing student groups in general terms in this section.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

Kratt has no student groups identified in the red level.

2. Using Title I funds Only: What are the planned expenses to support this student group?

Positivity Project

Hand in hand Mentor

California Teaching Fellows

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

Technology Support

Resource Counseling Assistant

California Teaching Fellows

Materials and Supplies

Sub Days for IEPs / Planning

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done

by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- PLC collaboration
- PLC CFA creation and analysis

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0285 Kratt Elementary (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Teacher-Subs			Subs for professional Learning, Planning, IEPs, and SSTs also supports Goal 3 Action 2 and Goal 1 Action 1 and 2	7,836.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			Academic Coach - Technology and instructional support	4,904.00
G4A1	Sup & Conc	Instruction	Direct-Food			: Food for staff meetings	5,000.00

\$17,740.00

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students’ education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	90.13 %	86.1 %	2023-2024	90 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Engagement Opportunities

- Teachers and school utilize electronic messaging platforms to communicate regularly with families.
- Parent / Teacher Conferences
- Back to School Night and Open House
- Weekly school message from Principal utilizing Parent Square and Smore
- Opportunities to serve in class, on field trips and in the community.
- Parent Meetings (IEP, SST, SSC, Parent Engagement, etc)
- Regional SSW communication with identified families for support.
- Quarterly events hosted by PTA in collaboration with the school (Movie Night, Game Night, Dance, Parent Breakfast, Jog-a-thon, etc.)
- Parent Participation Week in PE classes in spring semester.
- Blacktop Friday

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

- Lack of consistency in engagement with parent messages.
- Survey data suggests parents like attending events, but lack interests in learning opportunities and helping plan / run events,
- Language barriers for some families.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

We hosted a variety of events for parents to participate in. This included quarterly awards, weekly blacktop Friday events, PTA game night, math night, PTA Dance, Family engagement hour, etc. We post weekly to Parent Square, regularly on our leadership Instagram, and utilized communication folders.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

We will continue to use available platforms to communicate to families about what is happening at the school. Planned school-wide events took shape during the year and can be expanded upon next year. Intentional efforts to plan the yearly calendar with multiple stake-holders and tie events together to maximize participation. We would like to add additional opportunities for parents with incentives tied to healthy kids and regular school attendance.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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.

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div>Keep current actions</div>	<div>2 ELAC:</div> <div>Keep current actions</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div>Keep current actions.</div>
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Action 1

Title: Family Engagement Opportunities

Action Details:

Kratt will provide a variety of opportunities throughout the year for families to engage in their child's education. Communication to families to help support school engagement will take place weekly and through a variety of formats.

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

<div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div><ul style="list-style-type: none">Parent participation rates at school eventsFamily surveysVolunteer dataSocial media data on views/shares, etc.</div>	<div>Owner(s):</div> <div>Administration, Teachers, Home School Liaison</div>	<div>Timeline:</div> <div>Throughout the year</div>
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Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Families will receive weekly updates and other information as needed with school information and upcoming events.
- The Kratt school website will be updated weekly with current events, notices, information, and photos.
- An online family newsletter will be published weekly with school and district information.
- Teachers will utilize electronic communication platforms to support home-school communication.
- Every Friday families are encouraged to stay and participate in our Blacktop Friday school announcements.
- In coordination with the ILT, CCT, and PTA, events will be planned throughout the year to include families in their students' education and school (i.e., Back to School Night, Jog-a-Thon, Open House, etc.)

- Materials and supplies will be provided for parent involvement and workshops.
- Incentives will be offered for parent involvement at various events (i.e., pizza at family night, take home materials at workshop, etc.)
- Home-School Liaison will work with families in a variety of capacities so that families are engaged in their child's education.
- Translation services will be provided.
- Supplemental contract for website/social media updates/information.
- Provide funds for graphics for parent handbook, flyers, workshops, events, etc.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

Kratt has no identified red subgroups on California Dashboard

2. Using Title I funds Only: What are the planned expenses to support this student group?

Teaching Fellows for Academic Instructional support.

Hand in Hand Mentor to support with student SEL and Attendance.

Positivity Project to support student overall SEL and connectedness to school.

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Translation services provided for parent meetings, conferences, and workshops
- Opportunity for ELAC to join the SSC
- Parent workshops offered to EL families on ways to support their child in language development
- Home School Liaison will work with families as needed

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Goal 5 does not have specific student group data, but you can choose to put family related actions in place that will positively affect student outcomes aligned with metrics in Goals 1-3. Otherwise you can speak to the enhanced service for low-performing student groups in general terms in this section.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

Kratt has no identified red subgroups on California Dashboard

2. Using Title I funds Only: What are the planned expenses to support this student group?

Teaching Fellows for Academic Instructional support.

Hand in Hand Mentor to support with student SEL and Attendance.

Positivity Project to support student overall SEL and connectedness to school.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

Kratt website updates

Parent Involvement Materials and Supplies

Supplies and Incentives for Family Events.

Subs for IEP / SST Days

Incentives / Rewards for SEL

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Participation in all school events as well as additional events to focus on student needs such as SSTs, IEPs, 504 meetings, Behavior, attendance, etc.
- Parent workshops offered to families to help support student learning
- Home School Liaison will work with families as needed and targeted groups (African American, EL, SWD and Asian.)

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0285 Kratt Elementary (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Local Mileag			: Local Mileage for Parent Visits	300.00
G5A1	Sup & Conc	Instructional Supervision & Admii	CI&Tech-Sup			Kratt Website Updates	2,233.00

\$2,533.00

2024-2025 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	Subagreements			California Teaching Fellows Foundation : Teaching Fellows - Split Funded with Unit 7090	35,470.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.1750		19,445.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			ELPAC Assessors	3,064.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Reflexology Site License - Also supports G1/A2	4,795.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies / Incentives and Rewards for SEL Goal 3 Action 2	20,515.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	4,500.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Split funded with 3010 - California Teaching Fellows	8,570.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology repair	2,500.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1650		18,334.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies for EL	242.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.8000	Position split-funded: .8 Kratt Unit 7090 and .2 Unit 7830 (Prop 28) to equal 1.0 FTE.	99,123.00
G2A1	Sup & Conc	Instruction	Direct-Graph			Graphics - Tier 1 expectations and procedures, Window Graphics	5,000.00
G3A1	Title 1 Basic	Instruction	Mat & Supp			Graphics - Communication Folder	500.00
G3A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement Materials and Supplies - No food or incentives	2,000.00
G3A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Hand in hand Mentor : Hand in hand Mentor for SEL	23,000.00
G3A2	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			Positivity Project : Positivity Project for SEL	3,800.00
G3A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		16,149.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			Subs for professional Learning, Planning, IEPs, and SSTs also supports Goal 3 Action 2 and Goal 1 Action 1 and 2	7,836.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			Academic Coach - Technology and instructional support	4,904.00
G4A1	Sup & Conc	Instruction	Direct-Food			: Food for staff meetings	5,000.00
G5A1	Title 1 Basic	Parent Participation	Local Mileag			: Local Mileage for Parent Visits	300.00
G5A1	Sup & Conc	Instructional Supervision & Admin	CI&Tech-Sup			Kratt Website Updates	2,233.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$65,070.00
Sup & Conc	7090	\$203,634.00
LCFF: EL	7091	\$18,576.00
Grand Total		\$287,280.00

\$287,280.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$216,558.00
G2 - Expand student-centered and real-world learning experiences	\$5,000.00
G3 - Increase student engagement in their school and community	\$45,449.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$17,740.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$2,533.00
Grand Total	\$287,280.00