

Kirk Elementary

10621666006068

Principal's Name: Latoya Tatum LaToya Tatum

Principal's Signature: 

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

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District Goals	
<p>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.</p>	
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

<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 student groups 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 (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.</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 Engagement 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 - LaToya Tatum	X				
2. Chairperson -Juanita Torres				X	
3. Jaime Picquette				X	
4. Isabel Saldana				X	
5. Elicelda Morales				X	
6. Jessica Aldrete				X	
7. Xeng Pao Thao			X		
8. Denise Brown		X			
9. Kristie Rodriguez		X			
10. Robin Jones Snowden		X			
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name: Kirk Elementary Additional Documents include the site Parent and Family Engagement Policy, Compact, and the SSC Bylaws			
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	LaToya Tatum		4/4/24
SSC Chairperson	Juanita Torres	 <small>Juanita Torres (Apr 5, 2024 16:19 PDT)</small>	4/4/24

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

FY 2024/25

Kirk - 0270

ON-SITE ALLOCATION

3010	Title I	\$54,945 *
7090	LCFF Supplemental & Concentration	\$170,533
7091	LCFF for English Learners	\$74,736

TOTAL 2024/25 ON-SITE ALLOCATION

\$300,214

* 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	\$1,628
Remaining Title I funds are at the discretion of the School Site Council	\$53,317
Total Title I Allocation	\$54,945

Kirk 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
ELPAC - percentage of students who scored 4		8.53 %	5.3 %	2023-2024	10 %
i-Ready ELA D2 proficiency - percentage of students on/above		45 %	31.8 %	2023-2024	40 %
i-Ready Math D2 proficiency - percentage of students on/above		17.05 %	17.7 %	2023-2024	18.8 %
SBAC ELA - Average distance from standard	✓	80 pts	-78.6 pts	2023-2024	-64 pts
SBAC ELA - percentage of students met/exceeded standard	✓	12.58 %	17.1 %	2023-2024	25 %
SBAC Math - Average distance from standard	✓	74 pts	-76.4 pts	2023-2024	-62 pts
SBAC Math - percentage of students met/exceeded standard	✓	14.07 %	15.6 %	2023-2024	20 %

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.

Action 1: Math Instructional Plan

Will provide comprehensive math instruction through opportunities related to mathematical and understanding and procedural skill in order to work towards focus and coherence

- High quality Tier 1 instruction
- Academic language and discourse
- MLD (3rd-6th), BTBF (K-6th, math facts practice)
- Utilize and implement scope and sequence and Math Quarterly Planner with fidelity
- Targeted small group intervention using CFU and CFA data
- 3rd-6th Administer FIAB and IABs based on PLC assessment calendars

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

Overall Reading iReady D1: 11% and D2: 32.28%

African-American student group: D1: 9.25% and D2: 33.4%

English Learner (EL) student group: D1: 2.1% and D2: 24%

Overall Math iReady D1: 3.23% and D2: 18%

African-American student group: 1.9% and D2: 20% On Level

EL student group: D1: 1.4% and D2: 11.2% On/Above

EL students showed an increase in the number of students scoring On/Above grade level on the iReady Reading Diagnostic assessment. Although this student group made gains, there is still a need for

- K-2 administer iReady Growth Monitoring assessments
- PL for math instruction
- Utilize iReady Math Teacher Toolbox for small group instruction
- RTI supports
- Parent Math Night

Implementation

- Tier 1: Teachers utilized the scope and sequence and Quarterly Planner during PLC meetings, 3rd-6th grade teachers engaged in monthly Math Lesson Design (MLD) coaching, demoing, and co-teaching. Utilized SWUN math instructional materials and planned with the site Academic Coach weekly and SWUN Math consultant quarterly. 1st grade teacher implement Beyond the Basic Facts (BTBF) with fidelity. 3rd-6th administered FIAB/IAB assessments based on their PLC assessment calendar
- Tier 2: Some grade levels planned and implement small group instruction based on CFA and FIAB/IAB data. Some grade levels utilized the iReady Teacher Toolbox

Data

iReady Math Diagnostic 1 On Level: 3.23%

iReady Math Diagnostic 2 On Level: 18%

iReady Math Diagnostic 2 Stretch Growth Met: 54.4%

Action 2: ELA Instructional Plan

80% of students reading and writing with proficiency. Engage in a balanced literacy program which includes: ELARTI model, tiered levels of instruction and support, English Language Development (ELD) instruction, grade level instruction aligned to the rigor of Common Core Standards

- Utilize and follow district scope and sequence with fidelity
- 3rd-6th SBAC aligned assessments-FIAB/IAB
- Administer iReady Diagnostics (K-6) DIBELS foundational skills and fluency assessment (Trimester), (K-6) iReady Growth Monitoring assessment (K-2)
- Utilize CCI process during PLCs to analyze data and identify areas of focus
- PLC+ Playbook (ILT) and Teacher Clarity Playbook (all teachers) PL
- 2 Certificated Tutors (CT), 4 InterAct Fellows and RSP teacher support school-wide Tier 2 and 3 RTI instruction
- Quarterly Writing performance tasks and vertical articulation
- Parent Literacy Night

Implementation

- Tier 1 Instruction: Teachers utilized the district scope and sequence to design lessons and met as a PLC weekly to analyze data and identify next instructional steps. Quarterly Writing performance tasks were administered and teachers participated in quarterly vertical articulation focused a common genre. Teacher engaged in Write Tools PL and implemented strategies based on the program structure. TK-3rd grade teachers engaged in Lit 6 PL and Literacy Walks focused on a component of reading foundational skills (phonemic awareness and phonics)
- Tier 2 and 3: Some teachers planned and engaged students in small group instruction during core

professional learning (PL) opportunities for teachers to develop English Language Development (ELD) instructional strategies to plan effective Designated and Integrated ELD lessons; specifically small group instruction (Designated ELD).

For African-American and EL students groups more opportunities to practice ELA and math vocabulary through academic discourse frames, word problems, and performance tasks would increase student proficiency.

There was lack of PLC focus on consistently identifying specific gaps and trends in African-American and EL student groups during data analysis.

ELA time. RTI deployment utilizing classroom teachers, 2 CTs, 4 InterAct Fellows, and the RSP teacher was consistent. All K-1 students, some 2nd and 4th grade students engaged in small group instruction from Cullinan Education Center tutors who utilized Orton-Gillingham (OG) instructional strategies.

- Parent Literacy Night: 2 Family Literacy Nights were held in partnership with Waterford

Data

iReady Reading Diagnostic 1 On Level: 11%

iReady Reading Diagnostic 2 On Level: 32.28%

iReady Reading Diagnostic 2 Stretch Growth Met: 57.4%

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).

- Four Inter-Act Fellows were hired to start the year, but due to having to dismiss a Fellow, 3 Fellows continued and the fourth Fellow position was never filled. The unused funds have been used for instructional materials and supplies.
- Shifted from solely using certificated tutors and InterAct Fellows (in addition to classroom teachers) to support students during Response to Intervention (RTI) time to utilizing tutors from the Cullinan Education Center to support below grade level kindergarten, 1st, and 2nd grade students using the Orton-Gillingham instructional routine. During the after school program, Cullinan tutors also supported more 3rd-6th grade students who were reading below grade level. This service cost did not come out of the site budget.
- Four instructional planning days (1 per quarter) was allotted, but teachers only received 1 planning day which took place during the 3rd quarter. The unused sub funds were used to supplement teacher contracts who were tutoring during the A4 Literacy after school program and 2nd grade tutoring.
- Admin did not conduct data chats with parents to support them in being aware of how their child's progress is monitored and how our school is progressing

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.

- Goal 1: 2-4 Interact Fellows will be added to support Tier 2 and 3 math RTI, 1st-6th grade
- PL designed to build teachers' capacity to teach and utilize math performance tasks
- Administer iReady Standards Mastery assessment,s in ELA and Math NextGen Math assessments
- PLC agendas to monitor and respond to achievement of African American, EL, and SPED subgroups-
- Incorporate Cullinan Education tutors into RTI blocks-use Orton-Gillingham routine to build students' foundational skills
- Continue with Math Lesson Design and extend to 2nd grade, K-2 will continue to focus on math fluency with an emphasis on small group fluency instruction with the teacher, Reflex Math instructional software and non-computer partner fluency games (utilize cards, dice, etc.)
- Develop and implement RTI small groups

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).

- More support for EL students
- After school tutoring
- Identifying inclusion and mainstreaming opportunities

Staffing to support inclusion opportunities

2 ELAC:

- Tutoring
- Communication of progress from teachers

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

- Math focus and intervention
- Continue instructional technology for literacy and math fluency, iReady Teacher Toolbox
- ELD instruction support
- Planning time

Action 1

Title: Math Instructional Plan

[Action Details:](#)

The goal for 2024-25 iReady D2 is 20% on or above grade level

The goal for 2024-25 CAASPP Distance from standard is -62 points and 20% of students Meeting or Exceeding standards.

Kirk Elementary will provide comprehensive, balanced mathematical instruction through opportunities related to mathematical understanding and procedural skill in order to support working toward a greater focus and coherence. Teacher learning/support will be provided through development and refinement of high quality first instruction, focusing on the Math Language Routines, Math Lesson Design, and other instructional strategies that meet the rigor of the standard, enhance academic language and academic discourse. We will follow instructional pacing guide and instructional calendar with fidelity. Student learning/support will be based on whole group instruction, cooperative learning groups, and targeted small group intervention for identified essential standards using data from teacher created CFAs and IREADY diagnostic data. We will emphasize SBAC alignment in learning claims, targets and standards through by using the districtwide scope and sequence. Teachers grades 3-6 will use CFUs, weekly GVC assessments and FIABs for CFUs, and IABs for formative assessments. Grades K2 will use the growth monitoring assessment between D2 and D3 to inform student progress, instruction needs, and RTI supports. We will continue to use the IReady toolbox and professional learning for math support, fluency and acceleration. Parent literacy night.

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

- Schoolwide data sheet complete with all grade level iReady, and CFA data.
- CFA data by unit
- Go Math unit assessments
- IReady Diagnostic Assessments
- IReady Growth Monitoring
- IReady Mypath
- PLC grade level data chats (iReady, IABs/FIABs, CFAs)
- Math Fluency Quarterly assessments
- Kindergarten Foundational Skills Assessment (FSA)
- IABs (3rd-6th)
- FIABs (3rd-6th)
- I-Ready Teacher Toolbox Lessons
- TK Foundational Skills Assessment (FSA)
- Frequent CFUs
- District Quarterly Reports

Owner(s):

- Teachers
- Teachers
- Teachers/TSA/Admin
- Teachers/TSA/Admin
- PLC/Admin
- Teachers
- Teachers/TSA/Admin
- Teachers/TSA/Admin
- Teachers
- Teachers/TSA/Admin
- Teachers/TSA/Admin
- Teachers
- Teachers
- Teachers
- Teachers

Timeline:

- Weekly/Bi-Weekly
- Bi-Weekly/Monthly
- 3 times a year
- 2 times a year
- Quarterly
- Quarterly
- Weekly
- Quarterly
- Ongoing
- Ongoing
- Quarterly
- Quarterly
- Daily
- Assessment Calendar
- Weekly/Bi-Monthly/Quarterly

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

- All students in Tk-6 will participate in classroom-based instruction in alignment with grade level standards (GVC will be used).
- Grades K-3 will use CFA data to monitor student progress of identified math essential standards as reflected on the pacing calendar.
- Grades 3-6 will conduct FIABs as CFAs to monitor student progress and guide instructional practices. Teachers will conduct IABs in alignment with districtwide scope and sequence map.
- Teachers will use Math Lesson Design/BBF and IREADY Math, Reflex Math, and IXL software (K-6).
- Tiered Levels of Support through Response to Intervention for targeted groups (SPED, EL, African American, Foster, specific grade levels based on site data)
 - Tier 1 - Ensure access to essential grade-level curriculum, identify and teach essential academic and social behaviors, provide preventions to proactively support student success, develop and use CFUs to guide instructional moves
 - Tier 2 - Schedule time for supplemental interventions, use a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for student needing skill and will supports
 - Tier 3 - Diagnose, treat, prioritize, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if Special Education is needed and justifiable
- Swun Consulting (2-6th grade) along with instructional coach (all grades) will provide Kirk teachers professional learning/support through development and refinement of high quality first instruction, focusing on Math Lesson Design/BBF, the Math Language Routines and instructional strategies that meet the rigor of the standard, enhance academic language and academic discourse.
- Students in K-6 will focus on math fluency using Math department plan.
- Substitutes for administrators and/or staff to attend professional learning and travel costs
- Direct Maintenance for technology repairs
- Certificated Substitutes for: Math Lesson Design, Student Study Team Meetings, Data Chats, peer observations
- Technology such as tablets/laptops, headphones, site licenses
- Supplemental Contracts for Certificated and Classified for direct instruction for targeted groups.
- After School Program academic support
- Materials and supplies that support instruction including but not limited to graphics and technology
- Inter-Act Fellows to support with math RTI

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.

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.

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.

English Learner student population is performing at the lowest level in math, but not in red on the Ca Dashboard.

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 learner students by funding Inter-Act Fellows to support math RTI. Materials and supplies to support language acquisition. Materials and supplies to support parent Math Nights and parent education opportunities to help parents support their children at home.

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 funding supplemental contracts for teachers to tutor students, provide material and supplies, and provide professional learning for teachers to learn best practices to support student language acquisition to be reclassified. Provide incentives and celebrations.

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

Teachers will utilize Math Lesson Design and BBF along with embedded supports from adopted materials, California ELD Standards and frameworks, and strategies from Making Thinking Visible (Graphic organizers) and Number Talks and TPR. They will also focus on using Mathematical Language Routines such as Three Reads to promote Academic Discourse. Some resources that will be used are:

- manipulatives, language frames and technology.
- Classroom teachers will provide integrated ELD instruction daily using ELD support materials in Go Math.
- CFA data will be disaggregated to identify EL students not making progress and in need of additional classroom support.
- Quarterly monitoring of EL Redesignation Goal Setting Report. Ongoing monitoring of RFEP students. New Technology for EL's (tablets, projectors) includes repair.
 - Identify and target R-FEPs students not meeting standards and develop site based interventions (Ex: RTI w/EL focus, designated time for small group extra support, LTEL student focused afterschool intervention)

Action 2

Title: ELA Instruction Plan

[Action Details:](#)

The goal for 2024-25 iReady D2 is 40% on or above grade level

The goal for 2024-25 CAASPP Distance from standard is -64 points and 25% of students Meeting or Exceeding standards.

Kirk will seek to meet its vision goal of 80% of students reading and writing with proficiency. Kirk will seek to move each child one grade level in Reading by engaging our students in a rigorous, balanced literacy program which includes: ELA Response to Intervention model, tiered levels of support, English Language Development, and a core academic program aligned to grade level common core state standards. We will follow the district instructional pacing guide and our instructional calendar with fidelity.

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

African-American student population is performing at the lowest level in math, but not in red on the Ca 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 funding Inter-Act Fellows to support math RTI. Materials and supplies to support language acquisition. Materials and supplies to support parent Math Nights and parent education opportunities to help parents support their children at home.

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

With 7090 funds we plan to support African-American students by funding supplemental contracts for teachers to tutor students, provide material and supplies, and provide professional learning for teachers to learn best practices to support African-American students. Provide incentives and celebrations.

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

We will be targeting the following subgroup: African American

- Targeting AA students based on iReady data, IABs, Kindergarten and TK FSA, CFUs, CFAs, and DRDP identify invention and acceleration groups.
- Target AA parents for monthly meetings through our African American Committee Team (AACT) to help parents support their children at home
- Conduct data chats with students and families about their child(rens) progress
- Hold academic celebrations such as the RISE Banquet and quarterly ceremonies that acknowledge the progress of AA students.

Students will be engaged in a culture of learning, grade level state standards, and SBAC aligned assessments in order to reduce the number of students reading below grade level as based on multiple reading measures (SBAC/Fluency/CFAs/IABs/FIABs/Growth Monitoring/CFUs/FSA/IREADY/POWER BI). Via PLC teams, Kirk teachers will use the CCI process to analyze data, identify areas of focus, develop SMART goals with a plan of action. We will implement PLC+ and participate in Literacy Walks TK-2nd based on the Lit 6 led by Nancy Ahkavan Consulting and district ELA TSAs.

Common formative assignments will be used to monitor the progress 2-3 times per quarter. Use designated school hours to provide vertical articulation regarding student performance, essential standards, development of CFAs, and writing samples using The Write Tools structure.

PLC+ Playbook, Teacher Clarity Playbook and other resources will be used as professional learning with staff to build more effective teams. K-2 teachers will continue literacy training with the Edison Region and district instructional team. Provide tier 2 and 3 reading intervention as part of K-3K-6 RTI model including utilizing Cullinan Education Tutors to implement Orton-Gillingham foundational Skills instruction. iREADY software and Toolbox will be utilized during tier 2 intervention to strengthen instruction of foundational skills /comprehension skills and vocabulary. Technology standards will be integrated through ELA reading and writing instruction with the goal of one writing performance task each quarter to be completed on the laptop (grades 2-6). Classrooms will use various technology resources to provide practice with standards. i.e. IABs, IREADY, and Prodigy. Provide supplemental software for EL students such as Lexia, RAZ Kids as funds are available. RSP will support RTI using Reading Mastery and Orton-Gillingham. Parent literacy nights.

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

Explain the Progress Monitoring and data used for this Action

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

- DIBELS
- IREADY(K-6)
- IReady Growth Monitoring
- Quarterly Writing samples through Write Tools
- Common formative Assessments
- PLC grade level data chats (iReady, IABs/FIABs, CFAs)
- Administrative Walkthroughs using IPG
- PLC meeting and data protocol documents
- IABs(3-6)
- Write Tools Coaching
- I-Ready Teacher Toolbox in response to student lesson data and diagnostics
- TK Benchmarks
- CFUs
- FIABs (3-6)
- SBAC
- CFAs
- TK/K FSAs
- District Quarterly Reports

Owner(s):

- Teachers, TSA, Cert. Tutor
- Teachers/Teaching Fellows, Cert. Tutor
- Teachers/ TSA/RSP, CT
- Teachers/Teaching Fellows
- Teachers/Lead Teachers
- Teachers/Principal/VP/TSA
- Principal/VP/TSA
- Teachers/Admin/ILT
- Teachers/Admin/IC
- Teachers
- Teachers
- Admin/Teachers
- Teachers
- Teachers
- Admin/Teachers
- Admin/Teachers
- Teachers

Timeline:

- Quarterly
- 3 times a year
- 2 times a year
- Quarterly
- Weekly/Bi-Weekly
- Quarterly
- Ongoing
- Weekly
- Ongoing
- 2 times a year
- Ongoing
- Quarterly
- Daily
- Ongoing
- Yearly
- Ongoing
- Quarterly

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

- For disproportionality(i.e. EL Learners and African American males), SST will continue to identify students needing supports in Academics SEL interventions. Provide RTI Coordinator for ongoing progress monitoring of identified students. Selecting students not making progress for further attention via Problem Solving Team (PST) and SST team meetings.
- Disproportionate groups will have priority in receiving site interventions and after school supports.
- PLC teams will continue to provide in class instructional supports via tier 1 & 2 interventions through the RTI process. CFA data will be used to identify students needing extra support.
- Inter-Act Teaching Fellows will work in coordination with the RTI Coordinator to provide ELA support to identified EL, Foster and Economically Disadvantaged youth.
- Cullinan Education Center tutors to provide foundational skills support to K-6 students who need intensive intervention
- Materials include but are not limited to-ELA and math journals , highlighters, whiteboard markers, whiteboards, chart paper, primary lined paper, ink, lamination color pencils for graphing, embed technology test taking skills

during core subjects, using IREADY, DIBELS, RAZ Kids as a support resource for ELA

- Small group/one on one instruction based on performance data
- Targeted students to receive additional support to meet grade level standards.
- Supplemental ELA materials for Sped students.
- Software: IREADY Teacher Toolbox, RAZ Kids, iXL, DIBELS online
- Write Tools Training & Coaching
- Supplemental contracts for after school tutoring and intensive RTI quarterly sessions.
- Supplemental contracts for Saturday school.
- Two, 4375 Certificated Tutors and 2 teaching fellows will provide tier 2 and 3 reading intervention as part of K-3 RTI model

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.

English Learner student population is performing at the lowest level in area of ELA, but not in the red on the Ca Dashboard.

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 learner students by providing materials and supplies to support parent education and Literacy Nights. Materials and supplies to become proficient in English.

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 providing supplemental contracts for tutoring, Certificated Tutors (CT) to support EL students and those who are Newcomers, ELPAC assessors, materials and supplies in support of language acquisition instruction.

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

ELPAC Intervention for EL Students and ELA Cross grade PLC articulation. Provide supplemental software for EL students such as Lexia as funds are available.

PLs for teachers

- District Coach provide coaching for PLCs in the area of Designated and Integrated ELD instructions
- PL at the beginning of the year to help teachers identify EL and RFEP students who need to be monitored by using the Ellevation platform
 - How to read ELPAC scores
- Ongoing EL instructional strategies and ELPAC item prep

Process for monitoring PL Implementation

- Classroom teachers will provide integrated ELD instruction daily using ELD support materials in Wonders.
- Admin will provide feedback and gather trend data from walkthroughs
- District Coach provide coaching for PLCs in the area of integration of ELA with ELD standards

Newcomers

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 PowerEl 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.

African-American student population is performing at the lowest level in area of ELA, but not in the red on the Ca 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 providing materials and supplies to support parent education and Literacy Nights. Materials and supplies to support students becoming proficient readers and writers.

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

With 7090 funds we plan to support African-American students by providing supplemental contracts for tutoring, Certificated Tutors (CT) to support and students. Instructional software to support practice and proficiency.

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

We will be targeting the following subgroup: African American

- Targeting AA students based on iReady data, IABs, FSA, CFUs, CFAs, TK benchmarks, and DRDP identify invention and acceleration groups.
- Target AA parents for monthly meetings through our African American Committee Team (AACT).
- Conduct one-on-one data chats with students and families about their child(rens) progress
- Hold academic celebrations such as the RISE Banquet and quarterly ceremonies that acknowledge the progress of AA students.
- Identification for RTI groups using universal screener

- Assess the native learning levels of newcomers
- Hold newcomer meeting to place them in the appropriate instructional program
- Leverage district level supports for family of newcomers

Migrants

- District level EL supports for EL and migrant students
- Identify and enroll students in migrant afterschool program

Awards and Incentives

- Quarterly monitoring of EL Redesignation Goal Setting Report
- Students recognized after each redesignation period

Appropriate Interventions

- Certificated Tutors and classroom teachers will use Wonders EL curriculum materials in support of the Designated ELD program.
- CFA data will be disaggregated to identify EL students not making progress and in need of additional classroom support.
- District and Regional level mentorship programs for EL students.

Other

ELPAC Assessors

Technology

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0270 Kirk Elementary

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			Education and Leadership Foundation : 2 Math Fellows (3.5 hrs.)	30,595.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			PLC Planning (1x/qr.), SSTs, IEPs, Professional Learning, release to see on-site or off-site peers (G1A2); (G3, A1), (G3, A2), (G4, A1)	11,944.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Summer PLC planning (8 hrs. each teacher), PLC planning; Pride team planning, supplemental contracts, etc. (G1A2; G3A1; G3A2)	15,001.00
G1A1	Sup & Conc	Instruction	Travel			: Conferences for teachers, staff, admin-registration, transportation, food, lodging; Solution Tree, Corwin, Safe and Civil Schools (G1,A1); (G1,A2); (G3, A1); (G3, A2)	11,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			SWUN Math Consulting : \$3600 per consulting day x 5 for coaching, demoing, planning support, and online digital lessons and assessments-1x/qr.	14,400.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Bks & Ref			: Instructional Tech: IXL, Reflex, NextGen	14,940.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Tutoring (G1,A2)	7,000.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Opinion/Argumentative Writing and extra Narrative binders for each teacher, admin, and academic support team	2,484.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Instructional materials and supplies (G1A1); No Food No Incentives	1,087.00
G1A2	Title 1 Basic	Instruction	Cons Svc/Oth			Write Tools, LLC : Teacher training: Research and Report Writing, Opinion, Argumentative Writing + 2 Coaching Days (G1,A1)	19,150.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2500		30,087.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2500		26,240.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: Professional Learning library, classroom libraries, etc.	3,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Incentives, parent meetings, instructional materials, manipulatives, extra-curricular supplies (G1,A1); (G3, A1); (G3, A2); (G5, A1)	20,000.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Build classroom laptop inventory in 3rd-6th; headphones, etc. (G1, A1); (G1, A2)	7,420.00
G1A2	Sup & Conc	Instruction	Direct-Graph			Wonders ELA resources, math resources, learning posters, certificates, etc. (G1,A1); (G3, A1); (G3, A2); (G5, A1)	2,000.00

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0270 Kirk Elementary

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1875		22,566.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1875		19,681.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			3 Certificated assessors @ 42 hours each	8,000.00
G1A2	LCFF: EL	Instruction	Bks & Ref			Instructional Software: iReady Teacher Toolbox (Reading, Math, Writing)-K-6; Raz-Kids (Literacy support instructional tech (K-6)) (G1A1)	9,400.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Instructional materials, Reclassification incentives and supplies	3,818.00

\$279,813.00

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	✓	95.13 %	85.8 %	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.

Based on the 23-24 Student Climate and Culture survey, students had a favorable rating of 83% in the Student-centered and Real-world Experiences domain. Student-centered and Real-World experiences included:

- School Yard Rap culturally relevant African-American, Asian and Pacific Islander, and Hispanic/Latino history assemblies (TK-6th) and field trips (5th/6th)
- FUSD College and Career Ready field trip and in class experiences (1st-6th)
- FUSD Career Technical field trips (3rd-6th)
- Community College tour (6th grade)
- FUSD enrichment trips (TK-6th)
- Sports: Volleyball, football, cross-country, soccer, basketball, wrestling, track/field, softball
- Music Programs and performances: Choir (4th-6th), Band (5th-6th), Orchestra (5th-6th), classroom music instruction (TK-4th)
- Link Up Performance with Philharmonic (4th grade recorders)
- Black History and Cinco de Mayo student performances
- Spelling Bee
- Black Student Union (BSU)
- Student Council
- Girl Power Mini (3rd-4th) and Girl Power (5th-6th)
- Young Men of Character (YMOC)-5th-6th
- Afterschool Program
- Afterschool ELD
- Awards Assemblies and Recognition: Quarter, Names of Fame, Student of the Month, Attendance, Multilingual Learners Reclassification, Attendance
- Weekly Class Meetings, Second Step, Restorative Circles
- Engaging with Read Across America readers from various professions
- Inclusion Club (student in General Education engage in activities with students in our Special

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

All student groups were engaged in Student-centered Real-world experiences. In some cases African-American and Multilingual students were target groups for experiences such as Young Men of Character, Girl Power, Black Student Union, and the Multilingual Afterschool program ELD instruction.

Education Autism program after school)

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).

Although the afterschool program incorporated STEAM activities, STEAM instruction and activities lacked during the school day. Classroom teachers are still learning the new Science curriculum and how to incorporate STEAM throughout the day. There is still a need to organize opportunities for guest speakers to educate students regarding CTE and other careers. Overall, almost all students attended a Goal 2, real-world fieldtrip and/or engaged in an in-class CTE experience. The tracking of student engagement participation was lacking this school year, so the actual number of students engaged in Goal 2 activities is incomplete. Climate and Culture team will also discuss ways to develop clubs and activities that will engage TK-3rd grade students.

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 provide opportunities for students to engage in clubs, activities, assemblies, along with cultural assemblies and career centered experiences. A greater emphasis will be placed on gathering and inputting participation data to track the effectiveness of the above programs and ensure all students are engaged in some activity or experience.

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).

- Identify inclusion and mainstreaming opportunities for students in our Special Education Autism program
- more variety of fieldtrips
- ways for PK-3rd grade students to engage in a club and/or school activity

2 ELAC:

- ways for parents to see projects students are working on, not just at Open House
- more parent meeting to give ideas regarding needed activities for their children
- Like being able to chaperone fieldtrips

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

- Goal 2 fieldtrips need to be updated to include more choices
- Add Book Clubs, Drama Clubs
- LIONS Roar Weekly to include a student corner
- Peach Blossom
- Students participate in weekly announcements
- Increase rallies and assemblies
- Increase clubs and supply a budget

Action 1

Title: Kirk CTE Activities

[Action Details:](#)

All students will be engaged in and experience opportunities that focus on student centered and real-world experiences that lead to them become career and college ready. We will implement STEAM activities in our core instruction and into our afterschool program which run parallel to sports, afterschool tutoring, clubs, and other special programs.

All students must attend Goal 2 sponsored field trips as a part of student learning of workplace competences for workplace success. Chaperones will be provided to ensure safety during the field trips. Field trips should be utilized as a learning opportunity for students. Students will have a student guide to help them focus on certain information that will be reviewed after students return to the site to make the field trip more purposeful. Behavior will not be a deterrent for students to not to attend. Staff directed and organized clubs will be established along with clubs established by students through our student council.

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

Log fieldtrip participation in ATLAS Engagements and track
Grade level study guide or field trip focus questions
STEAM student responses.
ATLAS Engagement tool noting student participation in sports, clubs, specialty programs, tutoring, and field trips.
Club Sign ins
Student reflections from engagement activities.
Parent surveys
Attendance logs
Atlas portfolio
Student
Second step lessons

Owner(s):

Teachers
VP
Teachers/Paraprofessions
Principal

Timeline:

Field trips offered through the school year.
Clubs rush September 2024
Student council voting September 2024
Quarterly
By end of sports season

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

After attending field trip, students should have follow-up instruction to process what was highlighted during the trip.
Science curriculum to support background knowledge of students
Special speakers to engage students in service learning projects
Supplemental contracts for clubs and engagement activities
Special cultural and vital information days through assemblies, rallies, and community events.
Motivational speakers
Development of media center to allow students to explore careers, colleges, and other information that help build background knowledge on varying subjects
Trainings on how to incorporate Science into the curriculum
Reflection materials that allow students to memorialize their experiences on field trips, clubs, sports, arts and activities

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.

English Learner student population is not performing at the lowest level in areas of Goal 2.

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 students by providing funds for Goal 2 materials and supplies for clubs, activities, incentives, and experiences

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 EL students by providing materials and supplies, incentives, supplemental contracts to expand staff supplemental contracts for more clubs, activities, and experiences, and incentives.

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

- Teachers and other staff will accompany identified students and translate information shared during the trip.
- Teacher will prepare lessons that allows EL students to access language needed to experience trips and activities.

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 in the Needs Assessment and 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.

African-American and our Special Education student populations are not performing at the lowest level in areas of Goal 2.

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 and our Special Education student populations by providing funds for Goal 2 materials and supplies for clubs, activities, incentives, and experiences

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

With 7090 funds we plan to support African-American and our Special Education student populations by providing materials and supplies, incentives, supplemental contracts to expand staff supplemental contracts for more clubs, activities, and experiences, and incentives.

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

- We will focus on the inclusion of Sped students in experiences
- We will ensure that African-American and Special Education students have the opportunity to have experiences that lead to academic and social emotional achievement.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0270 Kirk Elementary

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	Oth Cls-Supp			Classified Supplemental Contracts (G1,A1); (G1A2)	2,000.00

\$2,000.00

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	✓		25.9 %	2023-2024	20 %
Suspension Rate - Semester 1	✓	0.42 %	1.4 %	2023-2024	0.5 %

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.

Suspensions: 2022-23-

Although suspensions increased during the first semester, having students engage in Repair and Restorative Circles and Parents engaging in Re-Entry Circles with the Restorative Practices (RP) Counselor was effective in the long run. There was also a school-wide schedule for Morning Meetings, Second Step, and Class Meeting lessons which allowed students to learn and practice social-emotional and conflict resolution skills.

Severly Chronic and Chronic Absenteeism has been decreasing from 2022-23: 29.4% to 2023-24: 25.39%

An attendance team that consisted of the Teacher on Special Assignment (TSA), Tier 2 Specialist, Home School Liaison, Office Assistant, and Climate and Culture Specialist developed an attendance plan that included assigning chronically absent students to an adult on the team or on campus for check-ins and goal setting that resulted in incentives.

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

Although chronic absenteeism has decreased from 42.5% in 2022-23 to 35.6% in 2023-24, this student group still has a higher chronic absenteeism rate than General Education students. Parents and staff noted specifically in our Intensive Needs Support-Autism program, that sometimes students would stay home due to difficulty sleeping or getting ready in the morning so parents felt it better to not bring thing.

The chronic absenteeism rate for African-American students in 2022-23 was 30.6% and decreased to 28.06% in 2023-24. This student group had a higher chronic absenteeism rate than the school-wide percentage. This is due to a need for more effective communication with our African-American parents and increased engagement. Based on the Student Climate and Culture survey, 63% of African-American students felt they belonged in school compared to 73% of Hispanic/Latino students, 75% of African-American students compared to 56% of Hispanic/Latino students feel like their voice is heard.

The chronic absenteeism rate for Multilingual students in 2023-24 was 18.83%; drastically lower than the school-wide chronic absenteeism average.

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).

Although we started the Attendance team a little later than planned, the actual implementation of actions and budget expenditure took place for Action 2: Chronic Absenteeism.

We planned to utilize outside agencies and support for students with Tier 3 behavior, but instead focused on using current staff such as the Restorative Practices Counselor, School Psychologist, Tier 2 Specialist. Incentives and materials and supplies were used to engage students in Young Men of Character and Girl Power groups as well as students participating in Check-in/Check-outs with staff.

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.

Action 2: The Severly and Chronic Absenteeism metric will decrease from 25.39% to at the most 20%.

The Attendance team will convene at the beginning of the year to reconnect with students on the severely chronic and chronic absenteeism list and their family. There will be a greater emphasis on working with our Special Education team to develop best practices and information when connecting with parents of students in our Intensive Needs Autism program. Parent engagement opportunities such as learning with the Speech Language Pathologist how to support their child with communication and routines.

Parent engagement opportunities that build trust and connectedness with African-American parents regarding attendance guidelines and support.

Establish and share a policy regarding reverse tardies where parents are consistently signing students out of school early.

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).

- Parent clarity regarding site and district attendance guidelines
- Assistance with ParentSquare for clearing absences Saturday School to make up absences and receive instruction
- Back to School procedures to ensure all students return emergency cards and office is able to keep updated records
- More activities for students

2 ELAC:

- ParentSquare Parent Training
- Language support with students who do not speak English or are struggling

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

- Parent clarity regarding site and district guidelines
- Parent incentives
- More school-wide assemblies and smaller incentives to keep students engaged
- Clear policy regarding reverse tardies (parents consistently signing students out early)
- Games (board games, non-sports) or clubs during recess to decrease misbehaviors

Action 1

Title: School suspensions

Action Details:

Decrease the current percent of student suspension from 1.4% to .5% in 2024-25.

Kirk School will work to improve overall suspension rates as well as decrease the number of suspensions for students who are disproportionately suspended at greater numbers than other students. The Climate & Culture Team is leading the work in building systems and processes to address staff responses to misbehavior. The focus of the team should be on identifying strategies such as conflict resolution and proactive de-escalating strategies by building student agency and identity. We will implement restorative practices as the staple for interactions for student to student/student to adult relationships.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

PowerBi Suspensions

RCA/RP Counselor referrals

Common Area referral tickets

Monitor Morning meetings

Monitor class meetings

Goal 2 participation

SEL Parent Education

YMOC and Girl Power monitoring

District Quarterly Reports

DPI Monthly Reports

Owner(s):

CCT/Admin

RCA/RP

CCT

RP/Admin/PLC

RRP/Admin/PLC

Timeline:

Weekly

Weekly

Weekly

On-going

On-going

Quarterly

Monthly

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

- CHAMPS expectations in all classrooms
- SEL Groups with Restorative Practices Counselor
- Meaningful Work
- Use of restorative disciplinary consequences that allow students to correct violations to the school community
- Student Council to create student voice in the matter of school rules, expectations, and civility.
- Re-entry Meetings(Suspensions)
- PowerBi Suspensions
- Problem Solving Team(PST)-Academic/Behavior
- Lions Club Celebrations
- SST Meetings
- Informal & Formal Behavior plans
- Success Mentors, Young Men of Character & Girl Power Mentoring
- Peace Makers club
- Anti-bullying rallies
- Kirk Positive Behavior Treasure Box
- Clubs, sports and other extra-curricular activities to increase school connectedness
- Student incentives and awards
- Field trips above and beyond the district sponsored field trips such as Fresno State, Fresno Community College, Fresno Pacific, Arte Americanas, Fresno Art Museum, African American Art Museum, City Hall, Fresno Unified District board room and leadership, Pismo Beach, Fresno State sporting events, Fresno Waste Management, and other like trips to increase the wonder, Science mindset, and creativity of students.

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 SPSA PowerBI for student group

English Learner student population is performing at the lowest level in areas of ELA and Math, but our school is not in the red in any indicator on the Ca 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 Learners by continuing Certificated tutor support for newcomers and EL students and adding Inter-Act Fellows for math.

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

With 7090 or 7091 by continuing Certificated tutor support for newcomers and EL students, Write Tools, and MLD training, supplemental contracts for tutoring, subs for planning days, building teacher knowledge of the ELD standards and instructional strategies

Contracts for ELPAC assessors to administer 1:1 domains

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 school flyers and messages translated in Spanish

Translators available for SST & IEP meetings when needed.

Data reviewed during SSC & ELAC meetings

District level EL services support for professional development, afterschool tutoring and mentorship.

data.

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

The African-American student population and students in the Special Education program are performing at the lowest level in areas of ELA and math although no student groups are in the red on the Ca 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 continuing Certificated tutor support for newcomers and EL students and adding Inter-Act Fellows for math.

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

With 7090 funds continuing Certificated tutor support for newcomers and EL students, Write Tools, and MLD training, supplemental contracts for tutoring, subs for planning days, building teacher knowledge of the ELD standards and instructional strategies. As well as supplemental contracts for classified and certificated staff tutoring and expanding clubs and activities.

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

We will focus on African American, Foster Youth and Hispanic students.

Home visits

Parent outreach to underrepresented parent groups

Targeted small SEL counseling groups

Enrolling Migrant students into the district migrant family program for extra support.

EL mentorship program for afterschool connections with redesignated middle and high school students

RISE Banquet Celebration for high achieving African American students

Celebration for EL students who Reclassify

Action 2

Title: Chronic Absenteeism

Action Details:

To reduce the rate of chronic and truant absenteeism by creating an inviting, fun, and rigorous learning environment that makes students want to be in school. We will also support families by connecting them to community resources to help with living situations, energy/power, transportation and other factors that lead to transient outcomes.

Kirk staff will meet with parents and students with chronic absences and set goals for improved attendance. CWAS will closely work with attendance clerk and classified staff to support parent involvement, school connectedness and good school attendance. Academic supports will be assigned to students by administration, once attendance improves and teachers begin to see gaps in learning close then students will be exited from the program.

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

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

Office Assistant, Home School Liaison, and Tier 2 work as a team to strategically connect with students who have a history of chronic absenteeism.

Identified list of students determined by Power BI and ATLAS data

Student Success Celebrations

Awards Assemblies

Owner(s):

Principal

Tier 2 Specialist, HSL, Office Assistant

Admin/Tier 2 Specialist

Admin/Tier 2 Specialist

Teachers

Timeline:

August 1, 2021-June 30, 2022

Quarterly

Quarterly

Quarterly

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

PowerBI data

- Severely Chronic and Chronic Absenteeism has been decreasing from 2022-23: 29.4% to 2023-24: 25.39%

Owner(s):

Tier 2 Specialist/Admin

Timeline:

Weekly/Quarterly

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

Daily mentoring and monitoring of students chronically late for school or high level of absences

Student check-in/check out and incentives

Home visits by Home School Liaison

Targeted Support Team (TST) and SST meetings

Incentives for students making progress

Girl Power, Young Men of Character

Parent meetings following district attendance guidelines

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.

The chronic absenteeism rate for Multilingual students in 2023-24 was 18.83%; drastically lower than the school-wide chronic absenteeism average. This student group is not 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 students by providing materials and supplies for parent information and education meetings. Also babysitting for parents to attend meetings.

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 EL students by providing materials, supplies, and incentives to promote attendance and growth.

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

- Spanish speaking HSL and para professional who speaks Hmong to support with parent and student communication and clarity
- Interpreters for ELAC & SSC meetings (Stress importance of regular school attendance),

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.

The chronic absenteeism rate for African-American students in 2022-23 was 30.6% and decreased to 28.06% in 2023-24. This student group had a higher chronic absenteeism rate than the school-wide percentage, but not in the red on the California Dashboard.

The chronic absenteeism has decreased from 42.5% in 2022-23 to 35.6% in 2023-24. This student group still has a higher chronic absenteeism rate than General Education students, but not in the red on the Ca 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 and students in our Special Education program by providing materials and supplies for parent information and education meetings. Also babysitting for parents to attend meetings.

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

With 7090 funds we plan to support African-American students and students in our Special Education program by

- SST meeting when needed
- Identified staff to mentor students using a check-in/check-out or 2x10 model
- TST meetings to identify students who currently chronically absent and students who are in danger of being chronically absent (proactive)

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.

- SST meetings
- Spanish speaking HSL and para professional who speaks Hmong to support with parent and student communication and clarity
- Interpreters for parent information and education meetings (Stress importance of regular school attendance)
- Design parent education sessions for parents of students in our Intensive Needs Support program and parents of African-American students
- SST meeting when needed
- Identified staff to mentor students using a check-in/check-out or 2x10 model
- TST meetings to identify students who currently chronically absent and students who are in danger of being chronically absent (proactive)

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0270 Kirk Elementary

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A2	Sup & Conc	Instruction	Teacher-Supp			Clubs, multi-cultural and holiday programs, literacy/math/science nights, etc., mentor teachers or differentiated PL w/ teachers as leads (G1,A1); (G1,A2); (G3, A1); (G5, A1)	5,001.00

\$5,001.00

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	✓	79.59 %	92.5 %	2023-2024	98 %

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.

For 23-24 the overall percentage of favorable responses in the Organizational Culture domain increased by 6-13 percentage points:

- The school prepares meet to meet my student's needs: 98%
- I enjoy being at school: 100%
- I see the connection between my role and the district's mission and vision

There was low or decline in favorable responses in the following area:

- I feel valued at school: 85%

Although staff voice and input is encouraged and implemented through ILT, CCT, and school-wide site developed surveys, consistent and on-going celebrations for staff was not implemented as planned.

Supplemental contracts for planning time and materials and supplies budget for teachers were provided.

Staff received professional learning to embed SEL competencies into their lessons in order to support response to student misbehaviors and how to create an environment that builds student connectedness and staff proactive intervention skills.

ILT, Climate and Culture, and PLC teams met regularly

Teacher requested Write Tools, Literacy Walks (TK-2nd), and Math Lesson Design (MLD) professional learning schedules were consistent.

More professional learning is needed for classified staff especially paraprofessionals and NTAs.

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

Having paraprofessional vacancies in our RSP and Intensive Needs Support Autism classes contributed in disproportionality in students in this group.

The lack of paraprofessional substitutes also contributed to the inequities in GE, RSP, and Intensive Needs Support classrooms.

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).

Providing weekly and monthly staff celebrations and recognition was lacking. As paraprofessional vacancies were filled, our interview panel was clear in communicating the mission and vision of our school as well as the characteristics of an effective candidate.

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.

For the 24-25 school year, the Climate and Culture team will emphasize the role of the staff liaison to connect with staff and the site Sunshine Club and administrators to plan staff recognition timelines, categories, activities, and incentives.

Administrator and Academic Support team (Prin, VP, TSA, Academic Coach) will follow through with implementing whole staff professional learning at the beginning of the year to build school-wide connectedness of certificated and classified staff as well as to build capacity around the school mission and vision, beliefs, and procedures.

Climate and Culture team will collect staff data and develop PL focused on proactive de-escalation strategies, staff beliefs, and response to misbehavior

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).

- Training of certificated and classified staff based on the Climate/Culture student survey
- New teacher meetings at start of year and throughout
- Staffing to support inclusion opportunities
-

2 ELAC:

- Teachers continue to receive training to support students especially social-emotionally
- More counseling for students
- More training for NTAs

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

- Administrators continue to be more visible in the classroom and on campus
 - participate in Morning Meetings as much as possible
- Consistent quarterly planning time
- Once a quarter training on how to complete progress reports, grading,
- New teacher support check-in groups
- Support groups to provide help and encouragement
- Provide opportunity for staff to sign up for activities so same staff are not doing all the work
- Give teachers opportunities to teach different grade levels so they find the grade level they are strong in and experience different curriculum for different age groups
- Trainings that matter for our site are happening: Orton-

- Gillingham, MLD, Write Tools, Lit 6
- More staff incentives and recognition
- Opportunities for staff get-togethers

Action 1

Title: Recruiting and Retention of Staff

Action Details:

The Great Kirk will create a positive and effective work environment where staff want to serve our students and community. To build Tier 1, 2, and 3 instructional and social-emotional capacity of by receiving the support and professional learning that positively impacts students.

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

Explain the Progress Monitoring and data used for this Action

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

Next year we will use spring staff survey and informal surveys to monitor our progress towards creating an environment where teachers feel supported and grow.

- Fall/Spring Staff Climate and Culture Survey
- Schoolwide staff demographic profile
- Staff exit interviews if teachers lateral or resign
- Ongoing internal schoolwide surveys
- Teacher and staff professional development exit ticket surveys
- Student achievement
- Use the district teacher development and support team to create a pipeline of recruiting and retaining diverse staff members.
- Differentiated professional learning
- New teacher support and professional learning

Owner(s):

Principal/VP
Climate and Culture Team
PLCs
ILT
Teacher Development

Timeline:

September 2024-March 2025
Weekly PL and PLCs
Monthly site PL

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

Owner(s):

Timeline:

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

- Curriculum, outside vendors, materials and supplies for professional learning including but not limited to vendor support, coaching support, substitutes, posters, graphics dept. orders, markers, highlighters, post-its, snacks and water, materials and supplies for goal-setting and incentives for meeting goals. Technology hardware to support instruction including but not limited to site licenses, document cameras, video projectors, projector bulbs, printers/ink cartridges, tech repairs, and other student laptops instructional materials and supplies stem materials. Supplemental contracts for additional supervision or assistance with positive incentive activities. Supplies for positive incentive activities. Signage for school buildings, hallways, cafeteria, parent handbook budget allocations for structural needs such as painting numbers on the blacktop for line standards and lines designated walking lanes.
- Professional learning conferences

- Supplemental contracts for subs for quarterly teacher planning day
- PL opportunities for GE and SPED paraprofessionals centered around supporting students academically, de-escalation strategies
- Teachers will have access to supplies and supplemental materials that allow students to engage in student centered and real world learning. Teachers will accompany students to district wide and school field trips designed to provide real world learning for students.
- PL around community and family engagement strategies, leveraging the power of ATLAS Glimpse reports and PowerBI for Teachers, ParentSquare
- On-going collaboration with FUSD HR department
- Provide Professional Development to newly hired staff in order to build teacher capacity Provide Professional Development to current staff with instructional strategies, utilizing data to drive instruction and depth of knowledge with Common Core Standards Provide opportunities for team building with new and entire staff to create a strong sense of connection between staff and community
- On-going collaboration with Manager(s) in Teacher Residency Program (TRP) to recruit candidates and provide veteran teachers the opportunity to serve as master teachers in order to grow their skills

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.

- Provide Professional Development to newly hired staff in order to build teacher capacity Provide on-going Professional Learning on Cultural Proficiency, Growth Mindset, Social Emotional Learning and technology for newly hired and veteran staff members
- Provide opportunities for supplemental contracts for additional Professional Learning opportunities for all staff members around curriculum, Cultural Proficiency, SEL, Growth Mindset and PLC+ PL for newly hired and veteran staff members
- Provide opportunities to network with other FUSD schools and Edison Regional team for development and alignment of best practices, common formative assessments and lesson instruction

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.

- Provide Professional Development to newly hired staff in order to build teacher capacity Provide on-going Professional Learning on Cultural Proficiency, Growth Mindset, Social Emotional Learning and technology for newly hired and veteran staff members
- Provide opportunities for supplemental contracts for additional Professional Learning opportunities for all staff members around curriculum, Cultural Proficiency, SEL, Growth Mindset and PLC+ PL for newly hired and veteran staff members
- Provide opportunities to network with other FUSD schools and Edison Regional team for development and alignment of best practices, common formative assessments and lesson instruction

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0270 Kirk Elementary

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	Title 1 Basic	Parent Participation	Cls Sup-Sup			Child Care: SSC, ELAC, AACT, parent meetings (G5,A1)	787.00

\$787.00

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	✓	98.86 %	88.6 %	2023-2024	95 %

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.

Our implementation of creating a pathway for parents to be active on campus and frequent parent meetings (aside from quarterly ELAC and SSC meetings) to update on school-wide data and progress was lacking. Although our parent engagement hours facilitated by our Home School Liaison was consistent during the first semester and began to decrease so far at the beginning of the second semester.

The following parent engagement opportunities were implemented:

- Quarterly Awards
- School dance
- Christmas, Black History, and Cinco de Mayo student performances
- Band, Orchestra, Choir performance
- Fieldtrip chaperones (number of fingerprinted parents increased this year)
- Parent-Teacher conferences, Problem-Solving Team, IEP, and SST meetings
- Back to School Night
- Open House
- ELAC, SSC, Family Engagement Hour
- Parent volunteers
- Restorative Practices Student Re-Entry Circles

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

76% of responses to the Family Climate and Culture survey were Hispanic/Latino parents, 0% identified as African-American, and 24% kept their ethnicity confidential.

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 implementation of quarterly school data and progress update meetings for parents did not occur as planned. Parent involvement in ELAC and Parent Engagement Hours did not increase, but parent's being comfortable sharing ideas and giving input during SSC meetings has increased. The contract for babysitting during meetings was not used.

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.

Increasing the number of parent survey responses will be a focus as well as incentives for parents to attend parent meetings. Also, parent recognition activities will be planned and implemented. Family Engagement Nights with the support of the Every Child a Reader initiative literacy grant and Community Schools will be planned and implemented.

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).

- Improve school to parent communication
- Train parents on district apps (ATLAS Parent Portal, ParentSquare, etc.)
- More opportunities for parent feedback (monitor)
 - in person or virtual
 - survey, Dojo, Padlet, etc.
- More parent meetings at beginning of school year (Back to School Night)
- 2 different days or a morning and evening
 - Virtual option
- Focus on engaging African-American parents
- Training for parents of students in Special Education programs especially the Autism program

2 ELAC:

- Teachers need to communicate more with parents
- How to help their child when the parent does not speak English
- English classes for parents
-

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

- Incentives and awards for parent participation
- School carnival, movie nights
- Parent-Teacher conference twice a year
- ParentSquare training for parents

Action 1

Title: Parent Engagement

Action Details:

Kirk Elementary will promote parent communication, respect for our diverse cultures, and increase parent engagement. As a result, parents will have a positive relationship with our school and act as partners to increase student achievement and social-emotional skills.

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

- Fall and Spring Climate and Culture Parent survey results
- School developed surveys
- Needs Assessment parent input
- Parent volunteers
- Parent Portal usage
- ParentSquare usage
- Participation in school wide celebrations and festivals
- Parent Engagement Hours, SSC, ELAC sign-ins
- Family Literacy and Math Night sign ins

Owner(s):

- Admin/Climate and Culture Team (CCT)
- CCT
- Admin/SSC
- Admin/TSA
- Admin/HSL

Timeline:

- Fall/Spring
- 2x/yr
- On-going
- Ongoing

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

- Title 1 and SSC meetings will provide all parents the opportunity to understand the goals, allocation of funding resources, parent involvement and rights. supplemental contracts for interpreting in Spanish and Hmong(as needed) along with translated materials.
- Parent communication in home language: Flyers sent home and posted to ParentSquare, ParentSquare audio messages, school marquee, parent newsletter, etc.
- Parent education opportunities: Literacy and Math Nights, understanding curriculum, grading policies, strategies for supporting students academically, strategies for parents of students with Autism and Speech services
- Babysitting and interpreting services for parent engagement meetings
- ELAC meetings will provide parents information to understand the process of initial and summative ELPAC and score interpretation. Strategies to help their child practice and acquire English;
- Student Centered and Real-World Learning: Encouraging parents to chaperone on various trips, arrange classroom and campus academic visits
- Provide quarterly meetings to share quarterly student achievement, attendance, and social-emotional data
- Student Engagement: Supporting parents in their understanding of clearing absences and the importance of daily attendance
- Mileage on home visits
- Implementation of the Community Schools framework to identify and provide resources for our families and community

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.

EL groups focused groups during RTI with Certificated Tutors (CTs)

Afterschool program with interact fellows focused on Long-Term EL students and Newcomers

Provide professional opportunities for teachers to learn and refine ELD strategies and Reclassification criteria

Increase parent participation in ELAC meetings

Migrant Family Supports

HSL support to increase parent understanding and connectedness

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.

Increase parent participation among African-American parents

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0270 Kirk Elementary

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	Mat & Supp			SSC, ELAC, AACT, information and instructional materials, etc. No Food No Incentives	842.00
G5A1	Sup & Conc	Instruction	Off Eq Lease			5 year color copier lease	3,500.00
G5A1	Sup & Conc	School Administration	Cl&Tech-Sup			Supplemental contract for Office Manager	2,000.00
G5A1	Sup & Conc	Other Pupil Services	Oth Cls-Supp			Classified office support, ex: first day packets, etc.	2,000.00
G5A1	LCFF: EL	Parent Participation	Othr Crt-Sup			Certificated: Parent meetings interpreting, translating documents (Spanish)	1,001.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Classified: Parent mtgs., parent-teacher conferences (Spanish/Hmong)	3,270.00

\$12,613.00

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0270 Kirk Elementary

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : 2 Math Fellows (3.5 hrs.)	30,595.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			PLC Planning (1x/qtr.), SSTs, IEPs, Professional Learning, release to see on-site or off-site peers (G1A2); (G3, A1), (G3, A2), (G4, A1)	11,944.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Summer PLC planning (8 hrs. each teacher), PLC planning; Pride team planning, supplemental contracts, etc. (G1A2; G3A1; G3A2)	15,001.00
G1A1	Sup & Conc	Instruction	Travel			: Conferences for teachers, staff, admin-registration, transportation, food, lodging; Solution Tree, Corwin, Safe and Civil Schools (G1,A1); (G1,A2); (G3, A1); (G3, A2)	11,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			SWUN Math Consulting : \$3600 per consulting day x 5 for coaching, demoing, planning support, and online digital lessons and assessments-1x/qtr.	14,400.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Bks & Ref			: Instructional Tech: IXL, Reflex, NextGen	14,940.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Tutoring (G1,A2)	7,000.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Opinion/Argumentative Writing and extra Narrative binders for each teacher, admin, and academic support team	2,484.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Instructional materials and supplies (G1A1); No Food No Incentives	1,087.00
G1A2	Title 1 Basic	Instruction	Cons Svc/Oth			Write Tools, LLC : Teacher training: Research and Report Writing, Opinion, Argumentative Writing + 2 Coaching Days (G1,A1)	19,150.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2500		30,087.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2500		26,240.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: Professional Learning library, classroom libraries, etc.	3,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Incentives, parent meetings, instructional materials, manipulatives, extra-curricular supplies (G1,A1); (G3, A1); (G3, A2); (G5, A1)	20,000.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Build classroom laptop inventory in 3rd-6th; headphones, etc. (G1, A1); (G1, A2)	7,420.00
G1A2	Sup & Conc	Instruction	Direct-Graph			Wonders ELA resources, math resources, learning posters, certificates, etc. (G1,A1); (G3, A1); (G3, A2); (G5, A1)	2,000.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1875		22,566.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1875		19,681.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			3 Certificated assessors @ 42 hours each	8,000.00
G1A2	LCFF: EL	Instruction	Bks & Ref			Instructional Software: iReady Teacher Toolbox (Reading, Math, Writing)-K-6; Raz-Kids (Literacy	9,400.00

G1A2		Instruction	Bks & Ref	support instructional tech (K-6) (G1A1)	9,400.00
G1A2	LCFF: EL	Instruction	Mat & Supp	Instructional materials, Reclassification incentives and supplies	3,818.00
G2A1	Sup & Conc	Instruction	Oth Cls-Supp	Classified Supplemental Contracts (G1,A1); (G1A2)	2,000.00
G3A2	Sup & Conc	Instruction	Teacher-Supp	Clubs, multi-cultural and holiday programs, literacy/math/science nights, etc., mentor teachers or differentiated PL w/ teachers as leads (G1,A1); (G1,A2); (G3, A1); (G5, A1)	5,001.00
G4A1	Title 1 Basic	Parent Participation	Cls Sup-Sup	Child Care: SSC, ELAC, AACT, parent meetings (G5,A1)	787.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp	SSC, ELAC, AACT, information and instructional materials, etc. No Food No Incentives	842.00
G5A1	Sup & Conc	Instruction	Off Eq Lease	5 year color copier lease	3,500.00
G5A1	Sup & Conc	School Administration	Cl&Tech-Sup	Supplemental contract for Office Manager	2,000.00
G5A1	Sup & Conc	Other Pupil Services	Oth Cls-Supp	Classified office support, ex: first day packets, etc.	2,000.00
G5A1	LCFF: EL	Parent Participation	Othr Crt-Sup	Certificated: Parent meetings interpreting, translating documents (Spanish)	1,001.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup	Classified: Parent mtgs., parent-teacher conferences (Spanish/Hmong)	3,270.00
					\$300,214.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$54,945.00
Sup & Conc	7090	\$170,533.00
LCFF: EL	7091	\$74,736.00
Grand Total		\$300,214.00

Goal Totals	Budget Totals	
G1 - Improve academic performance at challenging levels	\$279,813.00	
G2 - Expand student-centered and real-world learning experiences	\$2,000.00	
G3 - Increase student engagement in their school and community	\$5,001.00	
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$787.00	
G5 - Increase inclusive opportunities for families to engage in their students' education	\$12,613.00	
Grand Total		\$300,214.00