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**Kratt Elementary**

10621666006332

Principal's Name: Kacey Sanom

Principal's Signature: *Kacey Sanom*

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

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<b>District Goals</b>	
<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**


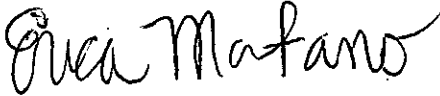
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p>
<p>Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family 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>

**Kratt Elementary School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. Principal - Kacey Sanom	X				
2. Chairperson - Karlene Ortiz				X	
3. Co-Chairperson – Erica Montano			X		
4. Secretary – Ryan Tacchino		X			
5. Kae Honebein-Hardie		X			
6. Esmeralda Garcia		X			
7. Danielle Patch				X	
8. Juan Andrade				X	
9. Martha Contreras				X	
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date: Oct. 2021.

**Required Signatures**

<b>School Name: Kratt Elementary</b>			
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.			
<b>Title</b>	<b>Print Name Below</b>	<b>Signature Below</b>	<b>Date</b>
Principal	Kacey Sanom		March 30, 2022
SSC Co-Chairperson	Erica Montano		March 30, 2022

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

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

FY 2022/23

Kratt - 0285

**ON-SITE ALLOCATION**

3010	Title I	\$52,650 *
7090	LCFF Supplemental & Concentration	\$177,560
7091	LCFF for English Learners	\$14,800
7099	ESSER III (learning loss/COVID impact, one-time funds)	\$97,060
<b>TOTAL 2022/23 ON-SITE ALLOCATION</b>		<b>\$342,070</b>

* 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	\$1,800
	Remaining Title I funds are at the discretion of the School Site Council	\$50,850
	Total Title I Allocation	\$52,650

## Kratt Elementary 2022-2023 - 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
i-Ready ELAD1 to D2 - percentage of students who met 40% or above typical growth			64.09 %	2021-2022	70.19 %
i-Ready ELAD2 proficiency - percentage of students on/above	✓		33.53 %	2021-2022	40.63 %
i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth			63.05 %	2021-2022	70.15 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		18.27 %	2021-2022	25.37 %

**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.

#### Effectiveness of Actions in Goal 1

##### Literacy and Math:

- Implemented a rigorous and comprehensive language arts program aligned with CCSS
- Daily, 30 minute intervention learning block implemented with supports from a Reading Intervention teacher, and push-in support from Teaching Fellows. This support happened regularly, although not consistently. The Intervention teacher was utilized to sub in classrooms often in the beginning of the year. The support from the Teaching Fellows was not what we planned. We planned to have four, and only received 2-3 at different points throughout the year.
- Multiple assessments utilized to identify grade 1-4 students in need of additional supports. Assessments included iReady results, fluency assessments, and DIBELS assessments.
- PLC formative assessments given quarterly with PLC data analysis. However, with PLCs not meeting weekly, the ability to analyze grade level data as a team was limited.
- PLC planning with strategic alignment of standards, curriculum, instruction, and assessments. However, without our scheduled quarterly planning days due to a lack of subs, and PLCs being

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

- Student attendance
- Many of our students have suffered trauma. Returning to in person learning has been challenging.
- Students on quarantine not logging in for distance learning or completing their independent work at home
- Inconsistent PLC implementation and follow-up of CFAs and student data due to lack of PLC meetings, PL, and time together.
- Need for consistency of instructional decisions around identified claims, targets, and grade level standards
- Instructional time not consistently utilized to support rigorous challenging content
- 0% of SWD met proficiency on the Math iReady Diagnostic #2 compared to 18% overall.
- 2 out of 31 SWD met proficiency on the Reading iReady Diagnostic #2 compared to 32% overall.
- Lack of paras to support SWD

Our students with disabilities are not reading or completing math on grade level and need more opportunities to receive scaffolded instruction to engage with complex text, talk, and tasks.

Another contributing factor to student achievement for SWD is student behavior interfering with learning. 7 of

- optional, the ability to plan with PLCs was limited to a few hours during each Buyback day.
- 96% of students using the iReady reading instruction with 63% passing lessons with 70% or more
- 94% of students using the iReady math instruction with 80% passing lessons with 70% or more
- Continued use of technology tools to support instruction (i.e.,Nearpod, PPT, document cameras, Microsoft Teams,etc.)
- In grades 3-6, strategic planning using information of Claims and Targets to plan rigorous tasks aligned to SBAC
- In grades 5,6, implementation and PL in Math Lesson Design

*Increase English Learner Redesignation Rate:*

- Certificated tutor met with EL students for designated ELD instruction daily utilizing the Wonders ELD curriculum
- Integrated ELD instruction given in classrooms, although not consistently across all classrooms.

the 17 students suspended this year were SWD. 4 of the 7 students have more than one suspension this school year.

No specific resource inequities were identified, other than addressing utilizing the adopted curriculum with fidelity.

**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).

Due to the Covid 19 pandemic, many actions we planned did not happen or develop to the high expectation we planned for. Some students did not receive small group differentiated instruction in reading regularly as the Intervention Teacher had to sub in classrooms many times. We also did not receive four Teaching Fellows as planned, but rather two or three at different points in the year. Supplemental contracts for tutoring were offered, but there were no interested certificated or classified staff for tutoring. Quarterly PLC planning did not happen this year due to a substitute teacher shortage. Also, due to not being able to use subs, we could not hold as many SSTS or data chats to support students and their needs. In addition, PL centered on Reciprocal Teaching for grades 3-6 did not occur due to the limited PL time with teachers.

**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 2022-23 SPSA.

Next year we will not have the full-time reading intervention teacher that was given to us this year. We will keep our current CT and fund an additional CT to continue with the support of a strong and robust reading intervention program so that all students can read by the end of 3rd grade. We will continue to contract Teaching Fellows to push-in to classrooms for support, and will work with Fresno State to ensure they are hired and placed at our site. The Instructional Coach will provide professional learning to the CTs and TFs in teaching reading skills to students in the intervention program. We will continue with Math Lesson Design and expand it to grades 3-6. The Instructional Coach will help facilitate this PL initiative.

Details regarding these changes can be found in Goal 1, Actions 1 and 2.

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

**1** SSC:

**2** ELAC:

**3** Staff:

Keep current actions - all appropriate and useful

Keep current actions - all appropriate and useful

Keep current actions

Addition of reading intervention teacher and Teaching Fellows helpful for students

## Action 1

**Title:** Student Achievement in Literacy

### Action Details:

Kratt students will be engaged in a rigorous and comprehensive language arts program aligned with the Common Core State Standards. Instructional practices will align with the FUSD Instructional Practice Guide for Literacy. To support all learners, Kratt will implement a comprehensive reading support and intervention program through a daily 30 minute Blended Learning Block with an emphasis on Personalized Learning.

**Reasoning for using this action:**



Strong Evidence



Moderate Evidence



Promising Evidence

### Explain the Progress Monitoring and data used for this Action

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

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

#### Owner(s):

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

#### Timeline:

- Ongoing
- Ongoing
- Quarterly
- Ongoing - planned quarterly
- May 2023
- Spring 2023
- 3 times per year
- On-going
- 3 times per year/ongoing
- Twice per year
- Ongoing

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

- High-quality Tier 1 instruction of ELA standards utilizing Wonders resources and materials ensuring the 4 Tights of Classroom Foundations: Objective, Aligned Instruction, Assessment (Checking for Understanding), and Closure
- 30 minute Daily Blended Learning Block of Tier 2 and 3 instruction-differentiated, personalized small instruction utilizing the i-Ready system for all students provided by classroom teachers utilizing small group instruction
- 2 Certificated tutors to provide ELA and EL interventions during the RTI block (Tier 3)
- 3 Teaching Fellows to support first through fourth grade students in reading foundations during the RTI block (Tier 2)
- 1 Teaching Fellow to support kindergarten students in reading foundations (Tier 1/2)
- PLC created Common Formative Assessments & Data Analysis
- Supplemental Contracts and substitutes to support teacher planning, professional learning, ILT, grade level data chats, and monthly SST/IEP meetings
- Funds to provide literacy professional learning for teachers and staff (Write Tools, Reading Foundation skills, Reading comprehension)

- Funds to build capacity of staff to attend Institutes and Conferences to support student achievement
- Materials/supplies to support student achievement, professional learning of teachers, and parent engagement
- On-line Instructional Programs (i.e., fluency, keyboarding, Star fall, etc)
- Funds to provide incentives and awards for students' academic progress and achievements
- Technology to support instruction of students (i.e., tablets, headphones, projectors, etc.)
- Supplemental contract for technology coordinator

**Specify enhanced services for EL students:**

- Certificated Tutor will provide designated ELD through small group instruction to support access to CORE curriculum.
- Certificated Tutor will conduct ELPAC camp with EL students prior to ELPAC administration.
- Ongoing progress monitoring by teachers and CT. CT will review the EL Goal Setting Report and ELPAC scores with students, set goals, and monitor progress.
- CT and teachers will monitor redesignated students quarterly
- CT and VP will meet regularly throughout the year to monitor how students are progressing and monitor program effectiveness
- Teachers will provide integrated ELD throughout the day in every lesson/content area.
- Access to technology will be provided in order to enhance language acquisition, vocabulary, comprehension and written language.
- Materials and supplies will be purchased that support access to CORE curriculum
- Teacher PL on the use of ELD strategies (i.e. academic discourse and visual supports)
- ELPAC assessors will be funded to support ELPAC so that the CT can continue to focus on direct instruction with small groups.

**Specify enhanced services for low-performing student groups:**

- All teachers will review assessment data in order to determine the specific instructional needs of all students and develop an action plan to address needs. Teachers will identify students from significant subgroups on their reporting tools in order to easily identify trends and needs.
- All teachers will conduct goal setting conferences with students and provide clear learning targets for students in significant subgroups.
- Site funded Hand in Hand mentors will support identified low performing students to navigate the educational setting, in order to develop positive connections at school.
- SPED teachers will join GE teachers during PLCs to align grade level standards, utilize resources, and ensure rigor to help support students
- SPED teachers will join district led WonderWorks PLCs to support students
- Supplemental instruction materials, resources, and technology will be provided to support intervention for significant subgroups.
- Books will be purchased for staff to engage in professional readings that provide research based strategies in working with: ELLs, Special Ed, African American, and students of poverty.
- Twice per year the RSP teacher and paraeducators will meet with general education teachers to review student IEP goals and progress of students

## Action 2

**Title:** Student Achievement in Mathematics

**Action Details:**

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

<b>Reasoning for using this action:</b>	<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

- Professional Learning Communities: Develop, administer, and analyze Common Formative Assessments
- i-Ready Diagnostic Assessments
- F-IABs and IABs (3-6)
- SBAC Math (3-6)
- Beyond the Basic Facts assessments (3-6)
- Reflex math data
- Student goal setting
- Student Achievement Conferences
- Daily progress monitoring: Classroom observations using the IPG tool, feedback, and reflective conversations

Owner(s):

Administrators, Classroom Teachers, Students

Timeline:

- Ongoing
- 
- 3 times per year
- Ongoing - Planned quarterly
- May 2023
- Ongoing
- Ongoing
- 3 times per year/ongoing
- 2 times per year
- Ongoing

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

- High-quality first instruction of Math standards utilizing GoMath resources and materials ensuring the 4 Tights of Classroom Foundations: Objective, Aligned Instruction, Assessment (Checking for Understanding), and Closure
- Dedicated time in the instructional day for Tier 2 and 3 differentiated instruction provided by classroom teachers utilizing small group instruction
- PLC created Common Formative Assessments & Data Analysis
- Supplemental Contracts and substitutes to support teacher planning, professional learning, ILT, Student Achievement Conferences, and monthly SST/IEP meetings
- Funds to build capacity of staff to attend Institutes and Conferences to support student achievement
- Materials/supplies to support student achievement, professional learning of teachers, and parent engagement
- Funds for professional learning for 3-6 grade teachers to participate in Swun math MLD
- On-line Instructional Programs
- Funds to provide incentives and awards for students' academic progress and achievements
- Technology to support instruction of students (i.e., tablets, headphones, projectors)
- Supplemental contract for technology coordinator
- Supplemental contracts for academic tutoring in math

Specify enhanced services for EL students:

- Teachers will provide integrated ELD throughout the day in every lesson/content area.
- CT and VP will meet regularly throughout the year to monitor how students are progressing and monitor program effectiveness
- Access to technology will be provided in order to enhance language acquisition, vocabulary, comprehension and written language.
- Materials and supplies will be purchased that support access to CORE curriculum
- Teacher PL on the use of ELD strategies (i.e. academic discourse and visual supports)

Specify enhanced services for low-performing student groups:

- All teachers will review assessment data in order to determine the specific instructional needs of all students and develop an action plan to address needs. Teachers will identify students from significant subgroups on their reporting tools in order to easily identify trends and needs.
- All teachers will conduct goal setting conferences with students and provide clear learning targets for students in significant subgroups.
- Site funded Hand in Hand mentor will support identified low performing students to navigate the educational setting, in order to develop positive connections at school.
- Supplemental instruction materials, resources, and technology will be provided to support intervention for significant subgroups.
- SPED teachers will join GE teachers during PLCs to align grade level standards, utilize resources, and ensure rigor to help support students.
- Books will be purchased for staff to engage in professional readings that provide research based strategies in working with: ELLs, Special Ed, African American, and students of poverty.
- Twice per year the RSP teacher and paraeducators will meet with general education teachers to review student IEP goals and progress of students

# 2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0285 Kratt Elementary (Locked)

## G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials/Supplies **No food or incentives**	1,350.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375	CT for Reading Intervention	40,213.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2875	Certificated Tutor	26,425.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for instructional planning, PL, data chats, ILT, SSTs, IEPs, RSP articulation	16,875.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			ELPAC Assessors	1,732.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Technology Coordinator	2,290.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies	17,817.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin. subs to support site for instructional planning, data chats, etc.	2,411.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1500	Certificated Tutor	13,786.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials and supplies for ELD	662.00
G1A1	One-time School	Instruction	Teacher-Supp			Supplemental contracts for instructional planning	7,057.00
G1A1	One-time School	Instruction	Bks & Ref			: Books, Newspaper Subscriptions, etc.	6,000.00
G1A1	One-time School	Instruction	Mat & Supp			: Materials and Supplies **No food or incentives**	1,279.00
G1A1	One-time School	Instruction	Nc-Equipment			: Technology - Tablets, Student Laptops, document cameras	5,911.00
G1A1	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows to support early literacy	37,515.00
G1A1	One-time School	Instruction	Cons Svc/Oth			DIBELS, University of Oregon : DIBELS Assessment Platform	700.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology (laptops, doc. cameras, headsets, etc.)	9,089.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Repair/maintenance of technology	2,500.00
G1A2	One-time School	Instruction	Teacher-Subs			Subs for Swun Math Coaching	1,446.00
G1A2	One-time School	Instruction	Teacher-Supp			Supp. contracts for academic tutoring	4,086.00

**\$199,144.00**

**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	✓		81.58 %	2021-2022	88.68 %

**Step 1:** After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

**1** Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Prepare productive members of the community:

- Art Club was offered to grade 1-6 students twice a week throughout the year and facilitated by a Teaching Fellow
- All students participated in Red Ribbon Week, Kindness Week, and Read Across America which included opportunities to learn about or meet various community members from a variety of career fields.
- Students in grades 4-6 had the opportunity to participate in a virtual school spelling bee.
- Students in grades 4-6 had the opportunity to run for student council, give a speech, vote in an election, and officers were elected.
- Students in grades 4-6 had the opportunity to participate on our Minecraft eSports team.
- Students, staff, and families participated in a community service project to collect socks for people in need.
- Students had the opportunity to participate in at least one fieldtrip provided through the Goal 2 office.

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

- Student attendance
- Many of our students have suffered trauma. Returning to in person learning has been challenging to meet the needs.
- Students on quarantine not logging in for distance learning or completing their independent work at home - remaining disengaged and not connected to 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).

Covid-19 limited in person events, sports, and the ability to have volunteers and parents on campus. Because of this, many of the activities we planned could not happen or could not happen as intended. We also could not find staff to run additional clubs or events.

**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 2022-23 SPSA.

We will continue to offer a variety of opportunities for students. Next year we hope to have less limitations so that we can continue to offer in person events and projects that will prepare our students for real world learning experiences. We will add an additional Teaching Fellow, making two TFs, so that we can offer additional lunch time clubs for students twice per week. We will also contract FCOE to provide two family math/science nights during the year.

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

**1** SSC:

Keep current actions  
Additional clubs would be great for students  
Additional Teaching Fellows to facilitate clubs/experiences

**2** ELAC:

Keep current actions  
Additional clubs would be great for students  
Additional Teaching Fellows to facilitate clubs/experiences

**3** Staff:

Keep current actions  
Consider additional staff to teach art or science programs

### Action 1

**Title:** Prepare Productive Members of the Community

**Action Details:**

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

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

**Explain the Progress Monitoring and data used for this Action**

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

**Owner(s):**

**Timeline:**

- Goal 2 participation report
- Attendance at real-world learning events, field trips, projects, etc.
- Participation in student clubs, service projects, and Student Council

Administrators, Classroom teachers, RCA, Lunch Clubs Teaching Fellow

- Quarterly
- Opportunities will be scheduled on our site yearly calendar

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

- Two teaching fellows will be provided to facilitate and support student clubs during lunch times twice per week. Student clubs will rotate on a quarterly basis.
- Students will participate in CTE study trips/experiences designated by the district.

- All students will participate in school-wide activities such as Red Ribbon Week and Read Across America which include opportunities to meet various community members from a variety of career fields.
- Student Council will be established each semester to promote leadership on campus, school connectedness, and provide opportunities for students to engage in a variety of activities that could lead to future careers (event planning, charity work, fund raising, etc.)
- Peer Mediators will be trained in conflict resolution to work with students in helping resolve conflicts on campus
- Community service projects will be planned by partnering with PTA and Student Council to help facilitate
- Materials/supplies to support student learning experiences
- Funds to provide incentives and awards for student participation and achievements

Specify enhanced services for EL students:

- EL students will participate in all grade level opportunities.
- Reading writing, listening, and speaking opportunities will be embedded in all activities to provide opportunities for language acquisition and use.

Specify enhanced services for low-performing student groups:

- Grade level opportunities will be provided to all subgroups
- Reading, writing, listening, and speaking opportunities will be embedded in all activities to provide opportunities to grow in these areas
- Inclusive opportunities will be provided and discussed throughout the year and during every IEP meeting

# 2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0285 Kratt Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	One-time School	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Two Mentors coordinate and supervise lunch time clubs	11,689.00

**\$11,689.00**

**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	✓		48.68 %	2021-2022	43.08 %
Suspension Rate - Semester 1	✓		2.84 %	2021-2022	1.51 %

**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.

*Student Engagement Opportunities/Supports for SEL/Decrease Chronic Absenteeism:*

- "Beat the Bell" incentive to encourage students to arrive to school on time
- Quarterly recognition
- School Social Worker communication with families and home visits
- Scheduled parent attendance meetings with the VP, however parents did not attend
- School BARK expectations to encourage a sense of belonging
- Fun Works Assemblies to encourage school connectedness and good character
- Hand in Hand Mentor
- New Guidelines for Success using the B.A.R.K. acronym

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

*Student Engagement Opportunities/Supports for SEL/Decrease Chronic Absenteeism:*

- Chronic Absenteeism is 54.7%
- SWD chronic absenteeism is 61.9%
- English Learners chronic absenteeism is 57.1%
- 37 suspensions this school year so far - 7 of these students are SWD
- 92% of suspensions are males
- 32 of 37 suspensions are for threat, attempt, or causing physical injury
- Many of our students have suffered trauma. Returning to in person learning has been challenging.
- Many students on quarantine did not log in for distance learning or completed their independent work at home
- Independent work packets were often left at school, not picked up by parent
- Lack of paras to support SWD
- Parents did not attend scheduled Attendance meetings
- Lack of parent meetings and SSTs due to Covid-19 protocols and safety

**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).

- Lack of consistent staffing to run additional clubs, activities, and alternative recess
- Inconsistent use of SEL curriculum in classrooms (i.e., Morning Meetings, Second Step, etc.)
- No RCA to work with students in supporting SEL or to work with small groups of students (RCA took a leave this year)
- Social Worker availability on site was inconsistent due to SSW attendance and a few Tier 3 students who required additional behavior supports

- Due to shortage of subs, SSTs were limited
- Limited support and assistance from Climate & Culture specialist due to the pandemic. She was called to teach at eLearn Academy.

**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 2022-23 SPSA.

Kratt will be able to add additional student engagement opportunities next year assuming Covid restrictions are lifted. To provide added student supports, Kratt will add an additional Teaching Fellow next year to supervise another club two times per week at lunch time for students. Our RCA will be back from leave. We will also add one additional Hand in Hand mentor as well as add to the .5 CWAS the district is funding so that we have full time support of a CWAS.

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

**1** SSC:

Keep current actions

**2** ELAC:

Keep current actions

**3** Staff:

Keep current actions

Include more SSW time. Many students with behavioral needs.

Consider more RCA, mentor, SSW time.

## Action 1

**Title:** Student Engagement Opportunities

### Action Details:

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

**Reasoning for using this action:**



Strong Evidence



Moderate Evidence



Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

- Review of School Engagement reports
- Review of School Climate & Culture student, family, and staff surveys
- Participation rates in activities, clubs, sports, etc.
- Attendance at activities/programs

**Owner(s):**

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

**Timeline:**

- Quarterly

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

- Provide wider array of options during recess: including clubs, art, kindness cart, book cart, noon-time activities, and additional play equipment.
- Resource Counseling Assistant will support alternative recess location for students in grades K-6 during morning/lunch recess and/or de-escalation room for short “time-aways” from class. Materials will be purchased to support these activities.
- Character Counts will be emphasized in order to develop a positive school culture. Students will continue to earn charms for their "achievement necklace" by demonstrating character, kindness, and through participation in activities.
- A Teaching Fellow will plan and implement organized noon-time activities for students during lunch recesses. These activities will help engage students in team building and character development.
- Two Teaching Fellows will plan and implement lunch clubs focused on clubs students are interested in as well as STEM and technology.
- Quarterly behavior incentives will be offered to promote kindness, character counts, and encourage school connectedness.
- School Fun Works assemblies will be provided to continue to build student belonging and school connectedness.

**Specify enhanced services for EL students:**

- EL students will participate in all grade level opportunities.
- Reading writing, listening, and speaking opportunities will be embedded in all activities to provide opportunities for language acquisition and use.

**Specify enhanced services for low-performing student groups:**

- Participation in the variety of engagement opportunities will help improve students' self-efficacy and support their feelings of connectedness to school
- Supports will be put in place to help students engage in activities based on trends in participation rates

## Action 2

**Title:** Supports for Social-Emotional Learning

**Action Details:**

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

**Reasoning for using this action:**



Strong Evidence



Moderate Evidence



Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

- Atlas Office Referrals by Teacher analysis
- Power BI behavior reports
- CWAS reports
- RCA reports
- SST referrals
- Atlas Suspension rates
- Referrals for Tier 2 and 3 SEL support
- SEL surveys
- Class Meeting Quarterly Logs
- Daily progress monitoring: Classroom observations, feedback, and reflective conversations

Owner(s):

Administrators, Classroom teachers, CWAS, RCA, School Psychologist, Climate & Culture team, Hand in Hand Mentors

Timeline:

School-wide structures will begin the first day of school with the Positivity Project, BARK Guidelines for Success, etc.

Monthly Student Success Team meetings

Monthly referral and suspension data

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

- All teachers will implement weekly classroom meetings and Second Step lessons to support students with conflict resolution, bullying, social skills, self-awareness, self-management, social awareness and promote positive classroom and school climate (Tier 1)
- All teachers will teach the daily character strength using the Positivity Project program (Tier 1)
- Students will receive opportunities for alternative recess location (Kratt Doghouse), structured play, and support by the RCA with appropriate social interactions. (Tier 2)
- Identified students will receive support through informal or formal behavior support contracts/interventions with incentives/rewards to promote positive behavior (Tier 2 & 3)
- The CWAS will organize and structure Tier 2 supports as well as meet with small groups of students. (Tier 2)
- Two Hand in Hand Mentors will be funded as an intervention/ support for identified Tier 2 & 3 students. The mentors will work with identified at-risk students to focus on addressing chronic absenteeism through daily check-ins, make positive connections with students and families, push-in support to help students transition in to class and focus on staying in class to support learning, and will participate in structured activities during morning and lunch recesses.
- Students and families will participate in a variety of hands-on rallies focused on character throughout the year provided by Fun Works
- Teachers, Administration, School Psych, nurse, and parents will participate in Student Success Team meetings to determine Tier 3 behavioral/social-emotional interventions for identified students.
- "Bulldog of the Month" program will honor two students per class for demonstrating the character trait of the month. Lunch with the principal, award certificates, and presentations at Blacktop Friday will help support positive character in each student.
- Quarterly incentives will be offered to promote kindness, character counts, and engage students in school connectedness.

Specify enhanced services for EL students:

EL students will be supported through the CWAS, RCA, and Hand in Hand Mentors when needed. Interventions and supports will be provided to students based on data/need.

Specify enhanced services for low-performing student groups:

Students will be supported through the CWAS, RCA and Hand in Hand Mentors when needed. Interventions and supports will be provided to students based on data/need.

**Action 3**

**Title:** Decrease Chronic Absenteeism

Action Details:

Kratt will increase student attendance rates by creating a focus on the importance of attendance for future student success with staff, students, families, and the community. Kratt will implement a school-wide attendance program by establishing goals for improving attendance, offering friendly competition among grade levels for the most improved attendance, and provide communication throughout the year to all stakeholders on the importance of attendance and improving a positive school climate resulting in better schoolwide attendance.

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

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

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

Owner(s):

Administrators, Office Assistant, Classroom Teachers, Mentors, School CWAS, Students

Timeline:

Monthly  
Quarterly

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

- Classes will display poster, "We have 100% Attendance today" on their doors to encourage and promote attendance
- Quarterly awards given for exemplary attendance along with attendance charms
- Teachers and administration will reach out to conference with families about the importance of attendance
- Conferences will be held with parents of chronically absent students.
- Hand in Hand mentors along with the CWAS will conduct regular check-ins with identified students and develop incentive contracts for students with chronic or severely chronic attendance
- CWAS will work with families to provide supports on the importance of regular attendance
- HSL will work with families to ensure students are at school regularly and offer supports to families when needed

Specify enhanced services for EL students:

- Provide translator for parents needing primary language support for meetings and communications promoting the positive impact of regular school attendance.
- Administration, CWAS, and Home-School Liaison will support parents of EL students through verbal communications between home and school, parent outreach for involvement in meetings and activities, and assist with other related resources when needed.

Specify enhanced services for low-performing student groups:

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

## 2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0285 Kratt Elementary (Locked)

### G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	One-time School	Instruction	Cons Svc/Oth			Fun Works : Fun Works Assemblies	3,000.00
G3A1	One-time School	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring Services : Mentor to organize and facilitate noon-time activities	7,577.00
G3A2	Title 1 Basic	Instruction	Cons Svc/Oth			Positivity Project : Positivity Project	3,000.00
G3A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring Services : Hand in Hand Mentors	46,000.00
G3A2	Sup & Conc	Instruction	Mat & Supp			: Incentives/rewards for SEL	2,000.00
G3A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	RCA	14,780.00
G3A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Specialist, Chd Wel & Attnr II	0.5000	CWAS split funded with district LCFF	36,544.00

**\$112,901.00**

**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	✓		58.33 %	2021-2022	65.43 %

**Step 1:** After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

**1** Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

*Professional Learning/Positive School Environment:*

- Grade 5 and 6 teachers did receive MLD demonstration lessons and MLD information. Professional learning was cancelled due to sub shortages.
- Teachers received SEL PL during Buyback days and through weekly principal online newsletter

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

- Reduction in PLC and PL hours this year
- PLC time for second semester was optional
- Due to pandemic, teacher agency impacted

**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).

As a result of the pandemic, the following did not occur due to lack of PL time and/or sub shortages:

- MLD professional learning had to be modified because of the lack of subs to cover teachers to attend trainings. Because of this lack of learning and thinking time, the MLD was minimally implemented.
- Grade 3-6 teachers did not participate in Reciprocal Teaching learning. Grade TK-2 teachers did not participate in early literacy professional learning.
- Opportunities for staff to gather together was limited due to Covid restrictions. This impacted staff's sense of belonging in supporting a positive school climate

**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 2022-23 SPSA.

Next year we will continue professional learning by expanding Math Lesson design to grades 3-6. We will also continue our PL on early literacy for grade K-3 teachers and reciprocal teaching for grades 4-6 teachers. We also have identified the need to have PL on childhood trauma so that we can understand how to best respond to our students' needs and behaviors. A site instructional coach will be a support on campus to provide PL as well as work with teachers on the coaching cycle of support. We will continue to promote school connectedness among the staff by planning engaging activities, celebrations, and incentives as Covid restrictions lift. When hiring new staff, we

will consider diversity so that our staff is a representation of our school community.

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

**1** SSC:

Keep current actions

**2** ELAC:

Keep current actions

**3** Staff:

Keep current actions

Continue to look for ways to hire staff to represent our school community (i.e. male teachers)

Stop PL as it does not increase staff retention

Classroom materials should take priority at this time. Provide monies to include new technology for classrooms to replace aging technology in classrooms.

### Action 1

**Title:** Professional Learning for Staff

[Action Details:](#)

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

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

#### Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

[Owner\(s\):](#)

[Timeline:](#)

- Staff surveys after PL
- Staff implementation after PL based on classroom walkthroughs, observation data, staff conversations
- Academic coach calendar and logs

Administration, Staff

- Weekly PLC meetings
- PL throughout the year
- Ongoing

[Describe Direct Services and/or Professional Development to staff, including materials and supplies required \(curriculum and instruction\) in support of hiring and retention:](#)

- **Student Academics:**
- Professional learning will be provided by Write Tools on Informative/Explanatory writing for grade K-6 teachers

- ELAFUSD instructional coaches and site coach PL to TK-3 teachers and Certificated Tutors on early literacy skills
- Grade 4-6 teachers will have PL on Reciprocal Teaching utilizing informational text to support reading comprehension
- Grade 3-6 teachers will have PL on using SBAC claims and targets to align instructional tasks with the rigor of grade level standards
- Substitute teachers will be provided quarterly to allow PLCs to work together and create quarterly assessment calendars and instructional plans for ELA and Math
- Classified staff will have monthly meetings to focus on best strategies to support student academic achievement
- Data chats to focus on student achievement with PLCs will be conducted twice per year
- Professional learning will be provided to the Teaching Fellows who work with grades 1-3 in early literacy skills and strategies
- Funds provided for teachers to attend professional learning conferences
- Funds provided for classroom materials/supplies to support student academic achievement
- **Student Centered and Real-World Learning:**
- ILT and CCT will develop a school calendar to plan for a variety of student centered and real-world learning experiences
- **Student Engagement:**
- Professional learning will be provided to Teaching Fellows, Hand in Hand Mentors, RCA, CWAS, and Noontime Teaching Assistants to support student student engagement

Specify Professional Development or Staff Services to support EL students:

- Ongoing progress monitoring by teachers and CT. CT will review the EL Goal Setting Report and ELPAC scores with students, set goals, and monitor progress.
- CT and teachers will monitor redesignated students quarterly
- CT and VP will meet regularly throughout the year to monitor how students are progressing and monitor program effectiveness
- PL will embed strategies for English Learners to promote academic discourse and increase opportunities for language development in reading, writing, listening, and speaking

Specify Professional Development or Staff Services to support low-performing student groups:

- Books will be purchased for staff to engage in professional readings that provide research based strategies in working with: ELLs, Special Ed, African American, and students of poverty.
- RSP and GE teacher articulation twice per year to review IEP goals, accommodations, etc.
- Weekly PLC development and analysis of CFAs
- Quarterly PLC instructional planning

## Action 2

**Title:** Create a Positive School Environment for Staff

Action Details:

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

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

### Explain the Progress Monitoring and data used for this Action

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

- Staff participation rates at events
- Staff survey data

Owner(s):

Climate and Culture Team, Sunshine Club, Staff

Timeline:

Ongoing throughout the year

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- The Climate and Culture team will be established to represent different grade levels and meet monthly
- A Kratt Sunshine Committee will work together to commemorate special events for staff members and plan engaging activities (Friday snacks, gifts for different events, social gatherings, etc.)
- Diverse events will be created throughout the year to involve and appreciate all staff and students (Fun Works, Family nights, Blacktop Fridays, Spirit Weeks, etc.)
- Notes of appreciation highlighting the positive practices of staff will be given by administration

- Opportunities for collaboration will be embedded in professional learning to help build a sense of community among the staff
- Data chats between the teachers and administration
- Professional Learning Communities will meet weekly to review student data and share best teaching practices with each other
- When hiring new staff, stakeholders with direct contact to the position will be included on the interview panel (ex. if a third grade opening, the third grade teachers will be invited to sit on the panel)
- Purchase materials/supplies for staff events

Specify Professional Development or Staff Services to support EL students:

- PLC collaboration
- PLC CFA creation and analysis

Specify Professional Development or Staff Services to support low-performing student groups:

- PLC collaboration
- PLC CFA creation and analysis

## 2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0285 Kratt Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	One-time School	Instruction	Bks & Ref			PL Books	1,000.00
G4A1	One-time School	Instruction	Travel			Professional Learning (conferences/travel)	5,000.00
G4A1	One-time School	Instruction	Cons Svc/Oth			Write Tools, LLC : Write Tools PL	3,300.00
G4A2	Sup & Conc	Instruction	Mat & Supp			: Staff incentives	1,292.00

**\$10,592.00**

**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	✓		82.8 %	2021-2022	89.9 %

**Step 1:** After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

**1** Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

*Family Engagement Opportunities:*

- Teachers utilize an electronic messaging platform to communicate regularly with families
- Parent/teacher conferences
- Back to school night, Open house
- Community service project which involved families participation (sock drive)
- Weekly School Messenger
- Bi-monthly online family newsletter
- Parent meetings held virtually (i.e. IEPs, SSTs, School Site Council, etc.)
- SSW reached out to families to offer resources and support to identified students

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

- Not all families check messages from teachers or respond back to teachers.
- Language barriers for some families. We have limited Spanish translation, but for our other families who speak different languages we do not have translation
- Limited technology skills and/or device impacts communication or attendance at virtual meetings

**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).

Due to Covid-19, we have not been able to have parent volunteers or in person events on campus with families. While we have offered some virtual meetings this year for parents, not many attended.

**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 2022-23 SPSA.

We will continue to use social media, school website, School Messenger, and electronic messaging platforms to communicate to families. We have planned school-wide events throughout the year, like in previous years, to help families feel a part of our Kratt community, but these events happening will depend on guidelines from our county and district. We would like to add additional parent workshops with incentives and babysitting to encourage more

parents to participate. We also will continue to offer families a choice of in person or virtual for parent conferences, meetings, etc.

The addition of a Home School Liaison and Child Welfare/Attendance Specialist will assist with language barriers, communication, help to establish a sense of belonging to our Kratt community, and support students in their achievement through outreach to families.

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

<b>1</b> SSC:
Keep current actions

<b>2</b> ELAC:
Keep current actions

<b>3</b> Staff:
Keep current actions
Provide Spanish translation on major letters/information going home.
Kratt is in need of parent involvement. The pandemic has greatly reduced parent-school involvement.

### Action 1

**Title:** Family Engagement Opportunities

[Action Details:](#)

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

<b>Reasoning for using this action:</b>	<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

**Owner(s):**

**Timeline:**

- Parent participation rates at school events
- Family surveys
- Volunteer data
- Social media data on views/shares, etc.

Administration, Teachers, School Social Worker

Throughout the year

**Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:**

- Families will receive School Messenger phone calls weekly and as needed with school information and upcoming events
- The Kratt school website will be updated weekly with current events, notices, information, and photos
- An online family newsletter will be published bi-monthly with school and district information

- Teachers will utilize electronic communication platforms to support home-school communication (Remind, Class Dojo, etc.)
- Every Friday families are encouraged to stay and participate in our Blacktop Friday school announcements
- In coordination with the ILT, CCT, and PTA, events will be planned throughout the year to include families in their students' education and school (i.e., Back to School Night, Jog-a-Thon, Open House, Carnival, etc.)
- Materials and supplies will be provided for parent involvement and workshops
- Partner with FCOE for two family events in math and science
- Incentives will be offered for parent involvement at various events (i.e., pizza at family night, take home materials at workshop, etc.)
- Home-School Liaison will work with families in a variety of capacities so that families are engaged in their child's education
- Translation services will be provided
- Supplemental contract for website/social media updates/information
- Provide funds for graphics for parent handbook, flyers, workshops, events, etc.
- Provide babysitting services so parents can attend various parent workshops and meetings

Specify Direct Service and Opportunities for parents and families to support EL students:

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

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

- Participation in all school events as well as additional events to focus on student needs such as SSTs, IEPs, 504 meetings, Behavior, attendance, etc.
- Parent workshops offered to families to help support student learning
- Home School Liaison will work with families as needed

## 2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0285 Kratt Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Instruction	Direct-Graph			Graphics	500.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement materials/supplies **No food or incentives**	1,800.00
G5A1	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Sup			Kratt website updates	1,896.00
G5A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Childcare for parent meetings	196.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			: Supplies/incentives for family events	1,500.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Translation for parent involvement	352.00
G5A1	One-time School	Instruction	Cons Svc/Oth			Fresno County Office of Education : FCOE Family Math/Science Nights	1,500.00

**\$7,744.00**

## 2022-2023 Budget for SPSA/School Site Council

### State/Federal Dept 0285 Kratt Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials/Supplies **No food or incentives**	1,350.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375	CT for Reading Intervention	40,213.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2875	Certificated Tutor	26,425.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for instructional planning, PL, data chats, ILT, SSTs, IEPs, RSP articulation	16,875.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			ELPAC Assessors	1,732.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Technology Coordinator	2,290.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies	17,817.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin. subs to support site for instructional planning, data chats, etc.	2,411.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1500	Certificated Tutor	13,786.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials and supplies for ELD	662.00
G1A1	One-time School	Instruction	Teacher-Supp			Supplemental contracts for instructional planning	7,057.00
G1A1	One-time School	Instruction	Bks & Ref			: Books, Newspaper Subscriptions, etc.	6,000.00
G1A1	One-time School	Instruction	Mat & Supp			: Materials and Supplies **No food or incentives**	1,279.00
G1A1	One-time School	Instruction	Nc-Equipment			: Technology - Tablets, Student Laptops, document cameras	5,911.00
G1A1	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows to support early literacy	37,515.00
G1A1	One-time School	Instruction	Cons Svc/Oth			DIBELS, University of Oregon : DIBELS Assessment Platform	700.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology (laptops, doc. cameras, headsets, etc.)	9,089.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Repair/maintenance of technology	2,500.00
G1A2	One-time School	Instruction	Teacher-Subs			Subs for Swun Math Coaching	1,446.00
G1A2	One-time School	Instruction	Teacher-Supp			Supp. contracts for academic tutoring	4,086.00
G2A1	One-time School	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Two Mentors coordinate and supervise lunch time clubs	11,689.00
G3A1	One-time School	Instruction	Cons Svc/Oth			Fun Works : Fun Works Assemblies	3,000.00
G3A1	One-time School	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring Services : Mentor to organize and facilitate noon-time activities	7,577.00
G3A2	Title 1 Basic	Instruction	Cons Svc/Oth			Positivity Project : Positivity Project	3,000.00
G3A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring Services : Hand in Hand Mentors	46,000.00
G3A2	Sup & Conc	Instruction	Mat & Supp			: Incentives/rewards for SEL	2,000.00
G3A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	RCA	14,780.00
G3A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Specialist, Chd Wel & Attn II	0.5000	CWAS split funded with district LCFF	36,544.00
G4A1	One-time School	Instruction	Bks & Ref			PL Books	1,000.00
G4A1	One-time School	Instruction	Travel			Professional Learning (conferences/travel)	5,000.00

G4A1	One-time School	Instruction	Cons Svc/Oth	Write Tools, LLC : Write Tools PL	3,300.00
G4A2	Sup & Conc	Instruction	Mat & Supp	: Staff incentives	1,292.00
G5A1	Title 1 Basic	Instruction	Direct-Graph	Graphics	500.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp	Parent Involvement materials/supplies **No food or incentives**	1,800.00
G5A1	Sup & Conc	Instructional Supervision & Admir	CI&Tech-Sup	Kratt website updates	1,896.00
G5A1	Sup & Conc	Parent Participation	Oth Cls-Supp	Childcare for parent meetings	196.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp	: Supplies/incentives for family events	1,500.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup	Translation for parent involvement	352.00
G5A1	One-time School	Instruction	Cons Svc/Oth	Fresno County Office of Education : FCOE Family Math/Science Nights	1,500.00

\$342,070.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$52,650.00
Sup & Conc	7090	\$177,560.00
LCFF: EL	7091	\$14,800.00
One-time School	7099	\$97,060.00
<b>Grand Total</b>		<b>\$342,070.00</b>

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$199,144.00
G2 - Expand student-centered and real-world learning experiences	\$11,689.00
G3 - Increase student engagement in their school and community	\$112,901.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$10,592.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$7,744.00
<b>Grand Total</b>	<b>\$342,070.00</b>