

**Kirk Elementary**

10621666006324

Principal's Name: Tobaise Brookins

Principal's Signature: 

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>

**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. <b>Principal - Tobaise Brookins</b>	X				
2. <b>Chairperson – Elizabeth Cruz</b>				X	
3. <b>Cassandra Zamora</b>				X	
4. <b>Carolina Hernandez</b>				X	
5. <b>Amber Watson</b>				X	
6. <b>Jessica Aldrete</b>				X	
7. <b>Deirdre Reyes</b>		X			
8. <b>Kristina Rogers</b>		X			
9. <b>Carolyn Huffstutler</b>		X			
10. <b>Deavin Lipscomb</b>			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**

<b>School Name:</b>			
<p>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.</p>			
<b>Title</b>	<b>Print Name Below</b>	<b>Signature Below</b>	<b>Date</b>
<b>Principal</b>	<b>Tobaise Brookins</b>		4/19/22
<b>SSC Chairperson</b>	<b>Elizabeth Cruz</b>		4.19.22

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

Kirk - 0270

**ON-SITE ALLOCATION**

3010	Title I	\$38,376 *
7090	LCFF Supplemental & Concentration	\$133,942
7091	LCFF for English Learners	\$58,800
7099	ESSER III (learning loss/COVID impact, one-time funds)	\$73,217
<b>TOTAL 2022/23 ON-SITE ALLOCATION</b>		<b>\$304,335</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	\$1,312
	Remaining Title I funds are at the discretion of the School Site Council	\$37,064
	Total Title I Allocation	\$38,376

## Kirk 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
ELPAC - percentage of students who scored 4			2.05 %	2020-2021	5.15 %
i-Ready ELAD1 to D2 - percentage of students who met 40% or above stretch growth			52.53 %	2021-2022	70.63 %
i-Ready ELAD2 proficiency - percentage of students on/above	✓		19.3 %	2021-2022	51.4 %
i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth			52.22 %	2021-2022	70.32 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		9.49 %	2021-2022	40.59 %

**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.

#### I-Ready ELAD2 On Level

Teachers frequently implemented instructional actions agreed on by the ILT. Teachers began the school year following the scope and sequence, providing all student with the GVC. Teachers met in PLC's and had discussion around students who needed intervention. RTI team developed system for supporting student K3. ILT developed instructional tights around reading, think, and talk time. Teachers began implementing write tools and iReady lessons as a part of their literacy support plan.

- It is clear that inconsistencies in staffing had some impact on K-1 scores. It is clear that having TSA support for 6th grade had some impact in the small growth in 6th grade.
- All teachers used the 30 extra minutes allotted by the district for literacy intervention/RTI
- Constant communication to families by teachers and admin concerning their child's progress was a tight across campus.
- CTs supported students K3 with remediation

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

#### I-Ready ELA and Math D2 On Level for AA and EL students

- A lack of alignment in PLCs caused an inequity in instructional practices
- Specific student groups such as AA and EL did not make the gains expected
- Absenteeism had the greatest impact on AA and EL academic success. With a severely and chronic combined rate of over 60%, students did not access the curriculum at normative levels. Covid 19 illness and schoolwide emphasis of not coming to school with illness may have led to students and siblings being out of school for larger than normal periods of time.
- There was not an RCA this year or HSL.
- Lack of staffing due to quarantine and covid 19 protocols
- There was not EL support for grades 4-6 through the RTI program.

- Fresno State tutors provided push support for K3

As a result, proficiency numbers went from 7% to 19% on iReady this year.

In comparison to the last academic year, ELA scores are 19.3%, which is a drop of approximately 4.5% from 2020-2021 D2 to 2021-2022 D2. A deeper look into the numbers comparing 2020 D2 and 2021 D2 revealed:

- A 40% drop in kinder scores
- A 10% drop in 1st grade scores
- A 12% increase in 2nd grade scores
- A 10% increase in 3rd grade scores
- An average of 8% drop in 4-5 grade scores
- An increase of 6.5% in 6th.

#### **I-Ready Math D2 On Level**

Grades K3 implemented math core blocks in the morning and grades 4-6 used the after recess time for math instruction. Math lesson design is in the process of being implemented in grades 5-6. Math proficiency scores improved this year from 3% to 10% based on the iReady assessment. Some actions that may have impacted these outcomes:

- There was not a heavy emphasis on math strategies schoolwide at the beginning of the year.
- Teacher began using the extra 30 minutes for math intervention beginning in October.
- MD was in the process of implementation for grades 5-6 and will continue through the year.

In comparison to the last academic year, math scores show a .40% increase when comparing 2020 D2 to 2021 D2. A deeper look into the numbers reveal:

- A 33% drop in kinder scores
- A 5% drop in 1st grade scores
- A 2% increase in 2nd grade scores
- A 9% drop in 3rd grade scores
- An 8% increase in 4th grade scores
- 5th grade remained at 8%
- A 5% increase in 6th grade

#### **I-Ready ELA D2 On Level English Learners**

Overall, there ELA scores show an increase of 1.5% from last year. A deeper look into the numbers reveal:

- EL students who are one grade level behind improved from 33% to 44%. This is meaningful growth.
- The TSA has maintained consistent communication with families about their child's progress and strategies for improving ELA acquisition.

#### **I-Ready ELA D2 On Level African Americans**

Overall, AA scores showed a 12% drop from last year. However, for students score 1 below grade level, there was an overall increase from 27% to 51%. A deeper look into the numbers reveal:

- A 44% drop in kinder scores

- An increase of 25% for students 1 grade level below in 1st grade
- A 33% increase in 2nd grade
- 3rd grade remained the same.
- A 5% drop in 4th grade for student 1 grade level below.
- A 3% drop in 5th grade for student 1 grade level below.
- A 14% drop in 6th grade, but a 35% increase for students 1 grade level below.

I-Ready Math D2 On Level African Americans

Overall, AA scores showed a 1% increase from last year. A deeper look into the numbers reveal:

- A 27% drop in kinder
- A 10% increase for students 1 grade level below in 1st grade
- A 22% increase for 2nd grade students
- A 12.5% increase in 3rd grade students
- A 10% drop for student 1 grade level below in 4th grade
- A 3% drop for students 1 grade level below in 5th grade
- A 47% increase

**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 difference was in consistency in personnel which was difficult to maintain with Covid 19 illness and Covid 19 protocols. Many teachers were absent a large number of days due to personal sickness or contact tracing. Kinder has had 1/2 certificated teachers for this year. Grade 1 only had two teachers for 2 months in the first semester. Grade 6 has not had a certificated teacher this year.

**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.

As a continuation of last year's goals, there will be a greater alignment between the schoolwide plan and the weekly meetings of all PLCs. We will conduct ongoing review of student work, assessment data, CFU practices, and the administration of CFAs. We will increase the quality of our walkthroughs with feedback and create a culture of rigor where high quality instruction is the norm. This year, the principal handled a majority of the walkthroughs, however, next year the admin team along with the TSA and Instructional Coach will work together to ensure instructional moves are implemented schoolwide. Next year we have a great plan to improve all outcomes:

Accountability in PLC for engaging in the improvement cycle, instructional alignment, focus on data analysis and targeted small group time.

Increasing RTI support by adding another certificated tutor and 4 paraprofessionals who will be trained to provide literacy and math support in grades 1-2 and grades 3-6.

All teachers will keep to the district scope and sequence plan and use the resources provided.

All teachers grades 3-6 will use SBAC resources in instruction.

All teacher grades 3-6 will administer IABs and FIABs according to the districtwide scope and sequence resources.  
Struggling students will be offered afterschool support by teachers who will receive supplemental contracts.  
Admin will provide schoolwide data chats for parents in whole group and small group settings to ensure all stakeholders know how to support student literacy.  
We will continue to incentives academic growth and success through student of the month, names of fame, and other incentive programs.

**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:

Weekly grade level PLC meetings,  
Use of iReady,  
Edison Region Math Focus,  
Roving Sub so teachers can have 1:1 conferences with students.  
Hand in hand mentors, On site counseling, Tier counselors,  
Certificated tutor, instructional fellows, monthly SST day.  
Parent coffee hour  
AA parent coffee hour  
EL parent coffee hour

**2** ELAC:

Ensure all teachers are using small group time for dedicated ELD lessons  
Use CTs to help students of high and low grades  
Ensure teachers have the time and instructional materials they need to implement lessons for EL students  
Meet with parents of EL students and provide support in implementing home practice

**3** Staff:

Reimplementing extra support times in afterschool tutoring and support  
Having extra data chats with students and parents  
Quarterly planning days, weekly grade level PLCs  
Celebration for teachers who have students meeting stretch and growth goals

## Action 1

**Title:** Math Instructional Plan

[Action Details:](#)

**Goal:** Current iReady D2 score is 9.49%. 2022-2023 iReady D2 score 35%.

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, MLD/BBF 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, FIABs for CFAs, and IABs for formative assessments. 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

- CFA data by unit
- Go Math unit assessments
- IReady Diagnostic Assessments
- IReady Growth Monitoring
- PLC grade level data chats (iReady, IABs/FIABs, CFAs)
- BBF Quarterly assessments
- Foundational Skills Assessment (FSA)-K
- IABs (3rd-6th)
- FIAMs (3rd-6th)
- I-Ready Teacher Toolbox Lessons
- TK Benchmarks
- CFUs

Owner(s):

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

Timeline:

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

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, Khan Academy, Prodigy, 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 (5-6 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
- Funds for classroom tablets/laptops and other technological resources
- Direct Maintenance for technology repairs
- Certificated Substitutes for: Math Lesson Design, Student Study Team Meetings, Data Chats, peer observations
- Technologies 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

Specify enhanced services for EL students:

Teachers will utilize Math Lesson Design and BBF along with embedded supports from adopted materials,

Specify enhanced services for low-performing student groups:

We will be targeting the following subgroup: African American

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, R-FEP student focused afterschool intervention)

- 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.

## Action 2

**Title:** ELA Instruction Plan

### [Action Details:](#)

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Goal: Currently iReady D2 score is 19.3%. 2022-2023 goal for iReady D2 is 45%

Kirk will seek to meet its goal of 80% of students reading and writing with proficiency. This will be the second year of implementing this plan. 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.

Instructional practices will align with FUSD Instructional Practice Guide/Literacy to include students engaged in the 3C's, grade level state standards, challenging content, standards based 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 be using the CCI process to analyze data, identify areas of focus, develop SMART goals with a plan of action. Common formative assignments will be used to monitor the progress 2-3 times per quarter. Use designated schools hours to provide cross age articulation regarding student performance, essential standards and development of CFAs. "Learning By Doing" and other resources will be used as professional learning with staff to build more effective teams. K-2 teachers will be provided additional training with the Edison Region around K-2 foundational literacy skills. Two.4375 Certificated Tutors and 2 teaching fellows will provide tier 2 and 3 reading intervention as part of K-3 RTI model. We are adding 2 paraprofessionals to 1st grade and 1 Certificated Tutor to support grades 3-6 RTI. This move may shift to 4 paraprofessionals and 1 Certificated Tutor if the budget allows for it. The goal is to continue making up learning loss schoolwide. IREADY software 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 tablet (grades 3-6). 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 Corrective Reading and other supplemental materials as funds are available. 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**

- BPST(1st)
- 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
- FSAs
- 

**Owner(s):**

- Teachers,Cert. Tutor
- Teachers/Teaching Fellows,Cert. Tutor
- Teachers/ TSA/RSP,CT
- Teachers/Teaching Fellows
- Teachers/Lead Teachers
- Teachers/Principal/MP/TSA
- Principal/MP/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 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.
- Continue with ENP Reading mentors focusing on sight word development, foundational skills and fluency in primary grades.
- 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, Prodigy & Khan Academy, RAZ Kids as a support resource for ELA and Math.
- 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, Prodigy, Khan Academy, RAZ Kids, IXL
- Write Tools Training & Coaching
- Supplemental contracts for after school tutoring and intensive RTI quarterly sessions.
- Supplemental contracts for Saturday school.

**Specify enhanced services for EL students:**

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 integration of ELA with ELD standards
- PI at the beginning of the year to help teachers identify EL and RFEP students using Atlas and report
  - How to read ELPAC scores
- Ongoing EL instructional strategies and ELPAC item prep

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

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

**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**

- 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**

Subs for ELPAC testing

New Technology for EL's (tablets, projectors) includes repair.

# 2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0270 Kirk 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	Teacher-Supp			After school tutoring contracts (G1, A2) **No IEPs**	6,809.00
G1A1	One-time School	Instruction	Teacher-Supp			Certificated planning time: PLC, CCT, ILT, etc.	14,546.00
G1A1	One-time School	Instruction	Nc-Equipment			Tablets, projectors, doc cameras, headphones (G1,A2)	8,616.00
G1A1	One-time School	Instructional Library, Media & Te	Bks & Ref			: IXL : ELA and Math instructional tech (3rd-6th grades); iReady Teacher Toolbox: ELA and Math supplemental/intervention instructional tech(K-6); Generation Genius: Science/math instruct. tech (K-6), Raz-Kids Plus, etc.	13,853.00
G1A2	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	1st/2nd Grade Extra support for students (G1, A1; G1,A2)	12,481.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			: Tablets, headphones, educational tech (G1,A1); (G1,A2)	6,874.00
G1A2	Title 1 Basic	Instruction	Cons Svc/Oth			Write Tools, LLC : Writing instruction training: Teacher professional learning day and 2 coaching days	10,900.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2500		25,753.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2500		22,503.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3200		29,414.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Certificated Subs: PLC Planning, SSTs, IEPs, Professional Learning (G1,A1; G1,A2; G3, A1; G3,A2; G4, A1)	6,028.00
G1A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	1st/2nd Grade Extra support for students (G1, A1; G1,A2)	12,481.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Instructional materials and supplies, Decodables, Wonderworks Interactive Readers, etc.	5,500.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Every Neighborhood Partnership Literacy Tutor instructional materials	4,000.00
G1A2	Sup & Conc	Instruction	Direct-Graph			Wonders ELA resources, math resources, learning posters, etc. (G1,A1)	3,000.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1875		19,316.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1875		16,878.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1175		10,801.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			3 Certificated ELPAC assessors	6,809.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Instructional materials, educational resources, ELPAC incentives	735.00

# 2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0270 Kirk Elementary (Locked)

## G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A2	One-time School	Instruction	Subagreements			Education and Leadership Foundation : 2 Inter-Act Fellows to support reading instruction	30,960.00

**\$268,257.00**

**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	✓		85.01 %	2021-2022	86.11 %

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

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

Students rated Kirk at 85% positive rating for student-centered/real-world experiences. However, a deeper looking into the survey shows:

- Only 79% stated they knew how to change and improve based on feedback from teachers.
- 91% of students stated they felt they could overcome difficult tasks.
- Only 82% felt there were real-life lessons connected to their life.
- Yet 87% felt the school prepared them for real world experiences.

These numbers show that the greatest area of improvement is in the area of feedback.

Engagement data shows that 80% of students are participating in sports or VAPA opportunities.

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

AA and EL students did not feel the school provides them feedback in order to improve as compared to the average responses across the district. Due to minimal parent coffee hours and sporadic goal setting time schoolwide, students did not receive feedback. AA students currently receive small group feedback on grades. EL students now have afterschool tutors who support them with feedback for grade improvement.

A lack of field trips and community project limited student connection to real world experiences. After projects such as our community garden were discontinued, the school has not replaced those opportunities for connection with other real-world experiences.

**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).

Students are participating in sports and VAPA opportunities at 80% which leaves approximately 70 students unengaged. Due to a lack of staffing because of covid protocols and quarantining, students did not have the opportunity to consistently participate in goal 2 activities. There was a moderate attendance for virtual field trips.

**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 can:

- Use special pay contracts to encourage teachers to start clubs
- Establish our STEAM connection time afterschool
- Invest in student government opportunities to give students a great voice in school decision making
- Partner with other school and CBOs to provide real-world experiences such as our food stand which will be on display later this year.
- Have club rushes and sports rushes to encourage student engagement
- Promote schoolwide activities in quarterly assemblies

**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:

- Offer clubs
- Provide funding for teachers to advise clubs at lunch and after school.
- Funding for materials and supplies
- Provide opportunities for younger students to participate in extracurricular activities.
- Student of the month, names of fame
- Academic awards quarterly
- Sports awards

**2** ELAC:

- Show and tell opportunities for parents
- Schoolwide projects that allow parents to view activities
- Joint outreaches to that impact the community
- ELAC meetings to include ideas to connect parents, students and community

**3** Staff:

- PL on how to engage students in clubs
- Fund for teachers to support with recruiting students to engage in goal 2
- Continue clubs and schoolwide activities
- Continue names of fame and quarterly academic awards
- Provide teachers with student incentives that promote real-world projects, STEAM, and community-based projects.

## 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 into our afterschool program which run parallel to sports, afterschool tutoring, 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:

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

Field trip permission slips (return rate)  
Grade level study guide or field trip focus questions  
STEAM student responses.  
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

Owner(s):

Teachers  
VP  
Paraprofessionals  
Tutors

Timeline:

Field trips offered through the school year.  
Clubs rush September 2022  
Student council voting September 2022

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:

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:

We will focus on the inclusion of Sped students in experiences  
We will ensure that misbehavior is not the only marker to qualify to experience field trips and opportunities.  
We will ensure that EL, migrant and AA students have the opportunity to have experiences that lead to academic and social emotional achievement.

# 2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0270 Kirk Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Mat & Supp			Student incentives, parent meetings, instructional materials (G1,A1); (G1,A2); (G3, A1); (G3, A2); (G5, A1)	21,163.00
G2A1	One-time School	Instruction	Mat & Supp			: Signage, extra-curricular activities, school connectedness activities and supplies, etc. (G1A1; G1A2; G5A1) **No food or incentives**	1,838.00

**\$23,001.00**

**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	✓		63.9 %	2021-2022	63.3 %
Suspension Rate - Semester 1	✓		0.26 %	2021-2022	0 %

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

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

**Chronic Absenteeism**

Our actions with chronic absentee students were not effective. The absence of our attendance clerk, HSL, and RCA who would normally help with calling families first thing in the morning if they were absent were not available. Due to the absence of the attendance clerk and other staff, regular calls were not made to home and home visits were only done by admin team. Inconsistent teachers due to covid also had an impact on student attendance. The severely chronic and chronic rate is over 60%.

**Suspensions Rate:**

The pride team (climate and culture) sought to create an engaging school environment. This year we implemented frequent principal's messages, names of fame awards, student of the month, student store opportunities, parent meetings, use of outside counseling agency, student council, golden tickets for student to buy products, and student assemblies. Although there was a lack of NTAs at the beginning of the year, students were taught how to remain play zones, go to restrooms at teacher directed times, and engage properly during lunch time. This led to a low suspension rate.

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

Our AA students' severely and chronic absence rate is 66%, slightly higher than the overall school rate. We had a higher than number group of AA students who were on transfers away from their home school. Parents struggled getting students up and over to school from areas such as NW Fresno, SE Fresno, and Central Fresno areas. Coupled with the transfer issue was a lack of good contact information.

**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 there was funding for position of support, due to a lack of hireable personnel throughout the district, staffing was impacted. Quarantine, illness, and other covid protocols further impacted our ability to implement previous goals.

**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.

Fully staffed NTA  
Fully staffed Sped  
Adding full time psychologist  
Adding full time instructional coach  
Adding full time HSL  
Adding an additional CT  
Adding 4 instructional paraprofessionals  
Adding an outside agency for tier 3 counseling supports

**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:

More schoolwide events  
More celebrations of culture and student achievement  
Field trips and other engaging activities to connect students to school  
Weekly parent coffee house to connect parents with schoolwide information

**2** ELAC:

More schoolwide events  
More celebrations of culture and student achievement  
Field trips and other engaging activities to connect students to school  
Weekly parent coffee house to connect parents with schoolwide information

**3** Staff:

SSTs for students who are chronic  
Parent conferences  
More clubs and opportunities for enrichment  
Participation in celebrations/Incentives connected to attendance

## Action 1

**Title:** School suspensions

### Action Details:

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 student discipline. Focus of the team should be on identifying strategies such as conflict resolution 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

Model Morning meetings

Model class meetings

Goal 2 participation

SEL Parent Education

Owner(s):

CCT/Admin

RCA/RP

CCT

RP

RP

VP

RP

Timeline:

Weekly

Weekly

Weekly

As needed

As needed

Quarterly

Monthly

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

- CHAMP expectations in all classrooms
- SEL Groups with Restorative Practices Counselor
- Beat the Odds 5th
- Meaningful Work
- Use of restorative disciplinary consequences that allow students to correct violations to the school community
- Development of a school government 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
- Kind Kids Club
- Anti-bullying rallies
- Kirk Positive Behavior Treasure Box
- Clubs, sports and other extra-curricular activities to increase school connectedness
- Student incentives
- 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:

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.

Specify enhanced services for low-performing student groups:

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

Home visits

Parent outreach to underrepresented parent subgroups

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  
DREAM Banquet for EL students who redesignate and DOCA students.

## 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.

<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

Attendance clerk and CWAS 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

CWAS

Admin/CWAS

CWAS

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

#### Owner(s):

CWA/Admin

#### Timeline:

Weekly/Quarterly

- 95.90% attendance rate
- 9.9% Chronic absent rate
- 3 percent decrease from 2017-2018

### 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.

Home visits by CWA

Targeted Support Team (TST) and SST meetings

Incentives for students making progress

Girl Power, Young Men of Character, Bigs in Blue (Mentoring)

PST meetings

Specify enhanced services for EL students:

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Spanish speaking CWA

Interpreters for ELAC & SSC meetings (Stress importance of regular school attendance),

SST meeting when needed

Specify enhanced services for low-performing student groups:

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We will focus on Homeless and Foster Youth.

Offer Saturday School

Home visits

Parent outreach for underrepresented parent subgroups

**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	✓		90.91 %	2021-2022	92.01 %

**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 climate and culture survey express that 91% of our staff feel our organizational culture is favorable. I was effective in recruiting and retaining staff that reflects the diversity of our community by:

- Being very selective of interview questions that allowed candidates to speak to their experience working in diverse populations.
- Being conscious of candidates who are bilingual.
- Diversified staff through classified personnel hires.
- Collaborated with teacher residency program to recruit the best candidates.
- Celebrated teachers for a variety of success markers.
- Promoted community by adding value to teachers and staff with PL and staff appreciation events.
- Providing fair and honest feedback in an affirming culture.
- Used teacher input on schoolwide decisions through pride team and ILT.

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

Lack of substitutes for GE classrooms, vacancies, and paraprofessionals.

Hiring for vacancies for Sped paras and GE is very difficult.

**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 restrictions there were limited opportunities for professional opportunities and teacher support.

**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.

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Fully staffed NTA  
Fully staffed Sped  
Adding full time psychologist  
Adding full time instructional coach  
Adding full time HSL  
Adding an additional CT  
Adding 4 instructional paraprofessionals  
Adding an outside agency for tier 3 counseling supports

**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.

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**1** SSC:

Staff surveys  
Quarterly staff survey check ins developed by admin  
Staff informal evaluation of administration  
Student surveys  
Anecdotal interviews  
Lateral exit interviews  
Resignation exit interviews

**2** ELAC:

Staff surveys  
Quarterly staff survey check ins  
Staff informal evaluation of administration  
Student surveys  
Anecdotal interviews  
Lateral exit interviews  
Resignation exit interviews

**3** Staff:

Check in with staff  
Sunshine committee

### Action 1

**Title:** Recruiting and Retention of Staff

**Action Details:**

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The Great Kirk will create a positive and effective work environment where staff want to serve our students and community and staff receive the support and professional development that positively impacts students academically and social-emotionally.

**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.

- Spring Staff Survey
- Schoolwide staff demographic profile
- Informal surveys
- Teacher laterals
- Ongoing internal schoolwide surveys
- Teacher and staff professional development exit ticket surveys
- FTA complaints and grievances
- Student achievement
- Use the district teacher development and support team to create a pipeline of recruiting and retaining diverse staff members.

**Owner(s):**

Admin  
School Building Committee  
Pride Team (Climate and Culture)

**Timeline:**

August 2021-June 2022

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

Staff will have access to professional learning opportunities such as MLD training, Write works training, K-2 literacy training, DEI modules, given the opportunity to understand how to use supplemental materials to engage our African American and Latino populations.

**Owner(s):**

Admin  
ILT

**Timeline:**

August 2021-June 2022

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

- Build up the teacher support club (sunshine club) to respond to teacher life transitions by purchasing supplies for celebrations, recognitions, and support.
- 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.
- Promote the PL column course
- Promote district PL summit and professional learnings.
- Student Academics: Teachers will use three days left over from the 10 designated days to purchase academic support materials and supplies
- Student Centered and Real-World Learning: 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.
- Student Engagement: Teacher will receive training on topics such as community and family engagement strategies, leveraging the power of Microsoft Teams, Atlas and reports to connect with families, and using connection tools such as school messenger and Class Dojo.

[Specify Professional Development or Staff Services to support EL students:](#)

DEI Staff Trainings

[Specify Professional Development or Staff Services to support low-performing student groups:](#)

The DEI trainings will support teachers making connections to ELs, Migrant and African American students and

PL for teachers and staff to understand and use the EL supports available through the district

PL sessions on work/life balance, social emotional sessions with our RC lead

families.

PL sessions that equip teachers with strategies for supporting ELs, Migrant, and African American students.

# 2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0270 Kirk Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Direct-Maint			: Staff tech repair (laptops, etc.) (G1,A1); (G1,A2)	1,000.00

**\$1,000.00**

**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	✓		93.94 %	2021-2022	95.04 %

**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 family goal was that families feel a sense of belonging and have access to resources that support their knowledge as a stakeholder, creates a pathway to be active on campus, and access to resources that provides holistic support to the family. We believed this goal would lead to the academic and social emotional success of all students especially our EL, AA, migrant, and Sped populations. We are making moderate progress towards this goal. Although we had a couple of parent meetings, we did not have consistent coffee hours, or special meetings for our EL and AA parents. The first meetings were not well attended and covid infections in our community caused us to change direction.

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

We continue to make strides with our EL families. We ensure all communications are in Spanish and English. We also include all parents in schoolwide decisions through our SSC.

Our AA parents continue to struggle to engage in school events, but have shown a willingness to support when contacted directly.

**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 protocols it was difficult to engage with parents in person which is the preferred mode of communication of our community.

**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 engage our parents through:  
 Quarterly town hall meetings

Parents will be included in schoolwide celebrations such as student of the month, names of fame, and other awards ceremonies  
We will use the google number more effectively to keep parents informed of school events.  
Teachers will use class dojo to encourage student participation in class and parent awareness of student progress.

**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:

Quarterly town hall meetings  
Communications in Spanish and English  
Make sure messages are identical in Spanish and English  
Establish a weekly parent coffee hour and a time for Spanish speaking parents to discuss matters that are specific to their needs.  
Establish a quarterly AA parent meeting  
Provide more opportunities for students to master English skills.  
Provide more tutoring and academic support for EL students during the school day.

**2** ELAC:

Communications in Spanish and English  
Make sure messages are identical in Spanish and English  
Establish a weekly parent coffee hour and a time for Spanish speaking parents to discuss matters that are specific to their needs.  
Establish a quarterly AA parent meeting  
Provide more opportunities for students to master English skills.  
Provide more tutoring and academic support for EL students during the school day.

**3** Staff:

Continue using Dojo and announcements through social media platforms to keep parents informed on events, activities and important information.  
Provide more translators for parent meetings and conferences.  
Celebrate parents who are making a difference in the lives of their children and our school.  
Provide workshops to equip parents with parenting strategies to help the transition skills, academic achievement, and social emotional development of students, especially those with special needs.

**Action 1**

**Title:** Parent Engagement

[Action Details:](#)

Parents will be respected and embraced as honored stakeholders of the Great Kirk as evidenced by participation in coffee hours, town hall meetings, school wide festivals and celebrations, and participation on SSC and ELAC committees.

**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 the results of the spring parent survey and town hall meeting attendance to develop engagement strategies to connect with our families. The main data sources we will use to monitor our progress is:
- Spring Parent Survey
- School developed surveys
- Coffee Hour , Town Hall, ELAC, AACT(AA parents), attendance (Parent groups and parents)
- Participation in school wide celebrations and festivals

Owner(s):

- SSC/ELAC/Admin
- Admin/Pride
- Pride Team (Climate and Culture)
- Admin/TSA
- Admin/TSA
- Admin/TSA/Staff

Timeline:

- Ongoing
- Once a year
- Quarterly
- Monthly
- Ongoing

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:

- Student Academics: Parent classes on understanding curriculum, grading policies, strategies for support students academically, strategies courses for parents of students with autism, and supports for migrant families.
- Student Centered and Real-World Learning: Allowing parents to chaperone on various trips, sponsoring parent days, introduce my parent days.
- Student Engagement: Maintaining an open door policy with parents. Supporting parents in their understanding of clearing absences.

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

District level EL Supports

RTI CTs working with our EL population

Afterschool program with interact fellows focused on at-risk ELs and new comers.

All teachers having professional development in SDAIE and ELD strategies as Tier 1 instructional moves.

EL parent group

Migrant Family Supports

LTEL supports after school for 5th and 6th

Babysitting during meetings/Translation services

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

Parent groups for EL, Migrant and African American families.

Interact fellows focused on at-risk ELs

Migrant family supports

## 2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0270 Kirk Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: SSC,ELAC, Coffee Hr., flyers, newsletters, material development and communication **No food or incentives**	1,312.00
G5A1	Sup & Conc	Instruction	Off Eq Lease			: 5 year color copier lease	3,100.00
G5A1	LCFF: EL	Parent Participation	Othr Crt-Sup			Interpreting/translating for parent meetings, documents, etc. (Spanish)	990.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Interpreter/Translator for parent meetings, parent teacher conferences, etc. (Spanish/Hmong)	3,271.00
G5A1	One-time School	Parent Participation	Cls Sup-Sup			Parent involvement: Child care, SSC, ELAC, parent meetings	786.00
G5A1	One-time School	Other Pupil Services	Oth Cls-Extr			Classified extra time for materials prep, office extra support, NTA extra time, etc.	2,618.00

**\$12,077.00**

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

### State/Federal Dept 0270 Kirk Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			After school tutoring contracts (G1, A2) **No IEPs**	6,809.00
G1A1	One-time School	Instruction	Teacher-Supp			Certificated planning time: PLC, CCT, ILT, etc.	14,546.00
G1A1	One-time School	Instruction	Nc-Equipment			Tablets, projectors, doc cameras, headphones (G1,A2)	8,616.00
G1A1	One-time School	Instructional Library, Media & Te	Bks & Ref			: IXL : ELA and Math instructional tech (3rd-6th grades); iReady Teacher Toolbox: ELA and Math supplemental/intervention instructional tech(K-6); Generation Genius: Science/math instruct. tech (K-6), Raz-Kids Plus, etc.	13,853.00
G1A2	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	1st/2nd Grade Extra support for students (G1, A1; G1,A2)	12,481.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			: Tablets, headphones, educational tech (G1,A1); (G1,A2)	6,874.00
G1A2	Title 1 Basic	Instruction	Cons Svc/Oth			Write Tools, LLC : Writing instruction training: Teacher professional learning day and 2 coaching days	10,900.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2500		25,753.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2500		22,503.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3200		29,414.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Certificated Subs: PLC Planning, SSTs, IEPs, Professional Learning (G1,A1; G1,A2; G3, A1; G3,A2; G4, A1)	6,028.00
G1A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	1st/2nd Grade Extra support for students (G1, A1; G1,A2)	12,481.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Instructional materials and supplies, Decodables, Wonderworks Interactive Readers, etc.	5,500.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Every Neighborhood Partnership Literacy Tutor instructional materials	4,000.00
G1A2	Sup & Conc	Instruction	Direct-Graph			Wonders ELA resources, math resources, learning posters, etc. (G1,A1)	3,000.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1875		19,316.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1875		16,878.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1175		10,801.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			3 Certificated ELPAC assessors	6,809.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Instructional materials, educational resources, ELPAC incentives	735.00
G1A2	One-time School	Instruction	Subagreements			Education and Leadership Foundation : 2 Inter-Act Fellows to support reading instruction	30,960.00
G2A1	Sup & Conc	Instruction	Mat & Supp			Student incentives, parent meetings, instructional materials (G1,A1); (G1,A2); (G3, A1); (G3, A2); (G5, A1)	21,163.00
G2A1		Instruction	Mat & Supp				1,020.00

G2A1	One-time School	Instruction	Mat & Supp	: Signage, extra-curricular activities, school connectedness activities and supplies, etc. (G1A1; G1A2; G5A1) **No food or incentives**	1,838.00
G4A1	Sup & Conc	Instruction	Direct-Maint	: Staff tech repair (laptops, etc.) (G1,A1); (G1,A2)	1,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp	: SSC,ELAC, Coffee Hr., flyers, newsletters, material development and communication **No food or incentives**	1,312.00
G5A1	Sup & Conc	Instruction	Off Eq Lease	: 5 year color copier lease	3,100.00
G5A1	LCFF: EL	Parent Participation	Othr Crt-Sup	Interpreting/translating for parent meetings, documents, etc. (Spanish)	990.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup	Interpreter/Translator for parent meetings, parent teacher conferences, etc. (Spanish/Hmong)	3,271.00
G5A1	One-time School	Parent Participation	Cls Sup-Sup	Parent involvement: Child care, SSC, ELAC, parent meetings	786.00
G5A1	One-time School	Other Pupil Services	Oth Cls-Extr	Classified extra time for materials prep, office extra support, NTA extra time, etc.	2,618.00
					<b>\$304,335.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$38,376.00
Sup & Conc	7090	\$133,942.00
LCFF: EL	7091	\$58,800.00
One-time School	7099	\$73,217.00
<b>Grand Total</b>		<b>\$304,335.00</b>

Goal Totals	Budget Totals	
G1 - Improve academic performance at challenging levels	\$268,257.00	
G2 - Expand student-centered and real-world learning experiences	\$23,001.00	
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$1,000.00	
G5 - Increase inclusive opportunities for families to engage in their students' education	\$12,077.00	
<b>Grand Total</b>		<b>\$304,335.00</b>