

Kratt Elementary

10621666006332

Principal's Name: John Kaup

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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

Consolidated Program Assurances

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

School Site Council



School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - John Kaup	X				
2. Chairperson - Brook Justin Silveira		X			
3. Kae Hardie		X			
4. Lisa Binns		X			
5. Sheila Matinez			X		
6. Michelle Pacheco				X	
7. Susan Rixman				X	
8. Gerry Lucas				X	
9. Silvia Zavala				X	
10. Ruby Grijalva				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

ELAC reviewed the SPSA as a school advisory committee.

ELAC voted to consolidate with the SSC. Date_____.

Required Signatures

School Name: Kratt Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	John Kaup		3/18/25
SSC Chairperson	Brook Justin-Silveira		3/18/25

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

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

FY 2025/26

Kratt - 0285

ON-SITE ALLOCATION

3010	Title I	\$67,758 *
7090	LCFF Supplemental & Concentration	\$211,296
7091	LCFF for English Learners	\$22,638

TOTAL 2025/26 ON-SITE ALLOCATION **\$301,692**

* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$1,964
Program Budget	\$65,794
Total Title I Allocation	<u>\$67,758</u>

ESSA Assistance Status: Additional Targeted Support and Improvement (ATSI)

Kratt Elementary 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		38.7 %	2023-2024	39.8 %
SBAC ELA - Average distance from standard	✓	-36 pts	-36.5 pts	2023-2024	-21.5 pts
SBAC ELA - Average distance from standard (Students w/ Disabilities)	✓		-120.2 pts	2023-2024	-105.2 pts
SBAC ELA - percentage of students met/exceeded standard	✓	31 %	37.7 %	2023-2024	38.8 %
SBAC Math - Average distance from standard	✓	-37 pts	-40.3 pts	2023-2024	-25.3 pts
SBAC Math - Average distance from standard (Students w/ Disabilities)	✓		-140.2 pts	2023-2024	-125.2 pts
SBAC Math - percentage of students met/exceeded standard	✓	32 %	32.9 %	2023-2024	34 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

There are a large percentage of students in grades K-6 at Kratt that are not reading on grade level. 44% of the students in grade K-6 are reading on grade level as of June 2024. Specifically, SWD and LTELs perform below grade level in ELA

There are a large percentage of students in grade K-6 at Kratt that are not on grade level for math. 36% of the students in grades K-6 are performing math on grade level as of June 2024. Specifically SWD perform below grade level in Math.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

1. Student attendance while improving at Kratt remains below the 95% district goal impacting student proficiency. As of February 2025 20.2%, of students are either chronic or severely chronic in absence from school. The school has targeted different student groups for intervention However our SWD remain the lowest in attendance with 36.2% of students either chronic or severely chronic in absence from school.
2. Students with Disabilities and English Learners perform significantly lower in ELA than grade level peers.
3. Student proficiency levels on SBAC and I-Ready Math are lower than ELA proficiency levels.
4. PLCs at the school are in year two of implementing student data in decision making. Year one was focused on instructional / assessment calendar with the shift this year to student data decision making. Continued practice and learning are needed for sustained academic growth at every grade level across the school.
5. Student behavior while trending in the right direction remains a contributing factor to student achievement. Many students are in need of SEL support. Kratt had 29 out of school suspension incidents as of February 2025 compared to 43 at same point in the year last year. 100% of suspensions are on male students and 17% on AA students. Missing school has a direct impact on learning.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. Continued emphasis on tier 1 attendance practices with continued tier 2 interventions for lowest attending student populations. This year tier 2 emphasis was on Students with Disabilities and African American Students (Up 9.2%). Emphasis on activities that build sense of belonging at school and campus culture.
2. More effective tier 2 and 3 interventions in foundational reading skills, comprehension and vocabulary with targeted progress monitoring. Daily 30 minute intervention block with staff to support student needs.
3. Improved tier 1 instruction in math with targeted intervention time in grades 1-6 for tier 2 focused on Algebra and Algebraic thinking.
4. Resources for planning and collaboration to continue alignment of standards, curriculum, instruction, assessments, and tier 2 academic interventions.
5. Continued emphasis on tier 1 common area practices and B.A.R.K Guidelines messaging. Staff to support the growing SEL needs of our students.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Student Achievement in Literacy

Fully Implemented

Actions were fully implemented to meet the desired student outcomes.

Action 2: Student Achievement in Mathematics

Fully Implemented

Actions were fully implemented to meet the desired student outcomes.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Student Achievement in Literacy

Effective

Increase the number of K-6 students proficient in literacy and close achievement gaps through effective tier one instruction that is aligned to the CCSS and a strong system of tiered interventions.

Action 2: Student Achievement in Mathematics

Effective

Increase the number of K-6 students proficient in math and close achievement gaps through effective tier one instruction that is aligned to the CCSS and a strong system of tiered interventions.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Next year we will continue with our current practices in Literacy and Mathematics. We will continue funding a TSA that specifically instructs the students in Physical Education freeing up classroom teachers to work with their PLC on Push in supports in the area Algebra and Algebraic Thinking. The TSA will continue to support the site by focusing on Campus Culture and student-centered rewards and recognition with an emphasis on Family Engagement. We will continue to fund one Certificated Tutor to focus on EL student support. We will continue to fund teaching fellows for push-in classroom support. We will also continue the implementation of PLC+ at our site and student data focused decision making. We will also continue to fund SEL support staff to help increase student time spent on academics.

Section D: 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.

SSC:

SSC requested more funds be used to support materials for class and small group instruction.

ELAC:

EL families recommended to keep current actions.

Staff:

Requested money be spent to increase collaboration time above contracted amount.

Action 1 :

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. . Emphasis will be on reading support and intervention in literacy.

Kratt Elementary will implement a comprehensive reading program with a three-tiered approach to improve Foundational Reading Skills and comprehension of complex text. Professional Learning Communities (PLCs) will analyze Common Formative Assessments and will consistently monitor students' progress using Progress Monitoring Sheets to measure student demonstration of mastery of standards and determine appropriate intervention and enrichment.

The school will utilize a 30-minute blended learning block and utilize Teaching Fellows, along with the Wonders curriculum, to provide differentiated reading intervention in reading Foundational Skills and comprehension strategies.

Goal: By June 2025 Kratt Elementary will decrease the distance from meeting standards in ELA from -36.5 to -21.5 as measured by the Smarter Balanced Summative Assessment (SBAC).

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

• Tier 1

- High-quality Tier 1 instruction of ELA standards utilizing Wonders resources and materials.
- Ensuring the 4 Tights of Classroom Foundations: Objective, Aligned Instruction, Assessment (Checking for Understanding), and Closure.
- Focus of PLC and ILT will be around PLC+ and PLC Activator to set and work towards data based growth targets for individual PLCs utilizing the CCI process. PLC created Common Formative Assessments & Data Analysis.
- Provide PLC support as needed with Claims, Targets and Item Specifications in planning and delivery of lessons to support alignment to rigor.
- Revisit and implement Integrated ELD, leading to Designated and integrated ELD instruction aligned to ELD Standards.
- Supplemental Contracts and substitutes to support teacher planning, professional learning, ILT, grade level data chats.
- Funds to provide literacy professional learning for teachers and staff.
- Materials/supplies to support student achievement, professional learning of teachers, and parent engagement.
- Online Instructional Programs such as, not limited to, Scholastic First
- Funds to provide incentives and awards for students' academic progress and achievements.
- Technology to support instruction of students

Tier 2:

- 30 minute Daily Blended Learning Block of Tier 2 instruction-differentiated, personalized small instruction utilizing the i-Ready system for all students provided by classroom teachers utilizing small group instruction. Special emphasis in small groups will be placed on our statistically significant groups showing disproportionality. For reading, that is our LTEL and SWD.
- 2 Teaching Fellows to support first through third grade students in reading foundations during the RTI block.
- Monthly SST/IEP meetings.

Tier 3:

- 30 minute Daily Blended Learning Block of Tier 3 instruction-differentiated, personalized small instruction utilizing the i-Ready system for all students provided by classroom teachers utilizing small group instruction.
- 1 Certificated tutor to provide EL interventions for EL and LTEL students during the RTI block (Tier 3).
- Monthly SST/IEP meetings.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Certificated Tutor will provide designated ELD through small group instruction to support access to CORE curriculum.
- Certificated Tutor will conduct ELPAC camp with EL and LTEL students prior to ELPAC administration.
- Ongoing progress monitoring by teachers and CT. CT will review the EL Goal Setting Report and ELPAC scores with students, set goals, and monitor progress.
- CT and teachers will monitor EL and redesignated students quarterly.
- CT, VP and Academic Coach will meet regularly throughout the year to monitor how students are progressing and monitor program effectiveness.
- Teachers will provide integrated ELD throughout the day in every lesson/content area.
- CT, Admin, and Sped team will monitor EL and LTEL students with IEPs for language reclassification.
- Access to technology will be provided in order to enhance language acquisition, vocabulary, comprehension and written language.

- Materials and supplies will be purchased that support access to core curriculum.
- Teacher PL on the use of ELD strategies (i.e., academic discourse and visual supports) to support EL and LTEL support.
- ELPAC assessors will be funded to facilitate and support students with Summative ELPAC assessment.
- Use ELPAC data in Ellevation to monitor and identify EL and LTELs academic progress and needs.

Student Groups

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

Long Term English Learner (LTEL):

CT to perform intervention and support for EL, RFEP, and LTEL students.

Teaching Fellows for academic instructional support.

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

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

Students with Disabilities (SWD):

Substitutes for data chats, release teacher time for planning,

IEPs, professional learning, peer observations, and testing support.

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

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

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

Long Term English Learner (LTEL):

CT to work with EL, RFEP, and LTEL students.

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

RCA for SEL support.

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

Students with Disabilities (SWD):

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

RCA for SEL support.

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

Substitutes for data chats, release teacher time for planning, IEPs, professional learning, peer observations, and testing support.

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

Long Term English Learner (LTEL):

All teachers will review assessment data in order to determine the specific instructional needs of all students and develop an action plan to address needs.

Teachers will identify students from significant subgroups on their reporting tools in order to easily identify trends and needs.

All teachers will utilize assessment calendar to set goals for student not performing up to standards.

Site funded Hand in Hand mentor to support identified low performing students, like LTELs, 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, such as LTELs.

Books will be purchased for staff to engage in professional readings that provide research-based strategies.

Students with Disabilities (SWD):

Data Chats with RSP and SDC teachers to discuss ways to address the needs of our SWD in a timely manner.

Increased use of strategic and intentional teaching strategies and lesson structures that will support SWD in the general education classroom.

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.

Twice per year the RSP teacher and para educators will meet with general education teachers to review student IEP goals and progress of students.

Progress Monitoring: Outcomes

Reasoning for using this action Strong Evidence Moderate Evidence Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) and site observation tracker for teacher feedback:</p> <p>Outcomes measured by walkthrough data focused on IPG 5 and PL school focus areas. 70% of classroom observations will show implementation of IPG 5 in the short term.</p> <p>Outcomes monitored by Principal, VP, and teachers</p>	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>District benchmark, iReady Diagnostic reading assessments, SBAC Interim assessments.</p> <p>Outcomes measured by growth from assessment to assessment and through iReady Personalized Learning Lessons. 27% of students meeting their stretch growth will increase by 20% comparing last year's iReady scores to this year's.</p> <p>Outcomes monitored by teachers, grade level PLCs, Academic Coach, and admin.</p>	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>SBAC Results: Decrease the distance from meeting standards in ELA from -36.5 to -21.5.</p> <p>Outcomes measured by growth from distance from standard.</p> <p>Outcomes monitored by Administration, Academic Coach, and teachers.</p>

Action 2 :

Student Achievement in Mathematics

Action Details:

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

Goal:

By June 2025 Kratt Elementary will decrease the distance from meeting standards in Mathematics from -40.3 to -25.3 as measured by the Smarter Balanced Summative Assessment (SBAC).

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Tier 1
 - 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 focused on Algebra and Algebraic thinking.
 - PLC created Common Formative Assessments & Data Analysis (Tier 1)
 - Supplemental Contracts and substitutes to support teacher planning, professional learning, and ILT.
 - Materials/supplies to support student achievement, professional learning of teachers, and parent engagement.
 - On-line Instructional Programs such as but not limited to Reflex and Frax.
 - Funds to provide incentives and awards for students' academic progress and achievements.
 - Technology to support instruction of students (i.e., tablets, headphones, projectors)
 - Instructional Practices walks weekly to collect data on use of effective practices and to provide feedback.
- Tier 2
 - Dedicated time in the instructional day for Tier 2 and 3 differentiated instruction provided by classroom teachers utilizing small group instruction focused on Algebra and Algebraic thinking.
 - This will also include Push-in by PLC partner to provide targeted intervention time in grades 1-6 for tier 2 focused on Algebra and Algebraic thinking due to TSA providing Physical Education. instruction. Special emphasis in small groups will be placed on our statistically significant groups showing disproportionality. For math, that is our SWD.
 - Substitutes for data chats, release teacher time for planning, SSTs, IEPs, professional learning, peer observations, and testing support.
- Tier 3
 - Determine, prioritize, implement, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if Special Education is needed and justifiable
 - 30 minute Daily Blended Learning Block of Tier 3 instruction-differentiated, personalized small instruction utilizing the i-Ready system for all students provided by classroom teachers utilizing small group instruction.
 - 1 Certificated tutors to provide EL interventions for EL and LTEL students during the RTI block (Tier 3).
 - Monthly SST/IEP meetings.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- CT to perform intervention and support for EL, RFEP and LTEL students.
- Teaching Fellows for Academic Instructional support.
- Teachers will provide integrated ELD throughout the day in every lesson/content area.
- CT and VP Academic Coach will meet regularly throughout the year to monitor how students are progressing and monitor program effectiveness by assessing student math proficiency using quarterly math assessments.
- Access to technology will be provided in order to enhance math language acquisition, vocabulary, fluency, and conceptual knowledge.
- Materials and supplies will be purchased that support access to CORE curriculum.

- Teacher PL on the use of ELD strategies (i.e., academic discourse and visual supports)
- PLC assessment calendars will plan to address all students towards mastery of standard utilizing small group instruction available due to Math Push in time.
- *Hand in Hand Mentor to support with student SEL, academic, and attendance monitoring.*
- *Positivity Project to support student overall SEL and connectedness to school.*

Student Groups

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

Students with Disabilities (SWD):

Substitutes for data chats, release teacher time for planning,

IEPs, professional learning, peer observations, and testing support.

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

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

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

Students with Disabilities (SWD):

TSA for small group instruction and incentives

Resource Counseling Assistant to support SEL

Teaching Fellows to provide in class support

Substitutes for data chats, release teacher time for planning, IEPs, professional learning, peer observations, and testing support.

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

Students with Disabilities (SWD):

Teachers will review assessment data quarterly with academic coach and administration in order to determine the specific instructional needs of all students and develop an action plan to address needs.

Teachers will identify students from significant subgroups on their reporting tools in order to easily identify trends and needs.

All teachers will conduct goal setting conferences with students and provide clear learning targets for students in significant subgroups, such as SWD.

Push-in instruction will be designed to support low performing groups and provide targeted intervention time in grades 1-6 for tier 2 focused on Algebra and Algebraic thinking

Site funded Hand in Hand mentor will support identified low performing students to navigate the educational setting, in order to develop positive connections at school.

Supplemental instruction materials, resources, and technology will be provided to support intervention for significant subgroups.

SPED teachers will join GE teachers during PLCs to align grade level standards, utilize resources, and ensure rigor to help support students.

Professional learning that provides research-based strategies.

Twice per year the RSP teacher and paraeducators will meet with general education teachers to review student IEP goals and progress of students.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) and site observation tracker for teacher feedback:

Outcomes measured by walkthrough data focused on IPG and PL school focus areas. 70% of classroom observations will show implementation of IPG 5 in the short term.

Outcomes monitored by Principal, VP, Academic Coach, and teachers.

Medium-Term (Change in Behavior or Performance) Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

District benchmark, iReady Diagnostic reading assessments, SBAC Interim assessments:

Outcomes measured by growth from assessment to assessment and through iReady Personalized Learning Lessons. 23% of students meeting their stretch growth will increase by 20% comparing last year's iReady scores to this year's.

Outcomes monitored by teachers, grade level PLCs, Academic Coach, and admin.

Long-Term (Change in Condition) Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

SBAC Results for grades 3-6 will decrease the distance from meeting standards in Math from -40.3 to -25.3.

Outcomes measured by growth from distance from standard.

Outcomes monitored by Principal, Vice Principal, Academic Coach, and teachers.

2025-2026 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	Bks & Ref			Reflexology Site License - Also supports G1A2	3,597.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology	4,408.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	25,158.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.1501		17,884.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental teacher salary to support PLCs. Also supports G1 A1and G4 A1	9,686.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			ELPAC Assessors	2,942.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies / Incentives for SEL G3 A2	20,840.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	2,800.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology Repair	1,200.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1899		22,629.00
G1A1	LCFF: EL	Instruction	Mat & Supp			:	9.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.8000		102,539.00

\$213,692.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	86.8 %	81.3 %	2024-2025	86.8 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Students require support and training to develop social and emotional skills that lead to success in school and to prepare for college and career.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

1. Student attendance while improving at Kratt remains below the 95% district goal. As of February 2025 20.2% of students are either chronic or severely chronic in absence from school. The school has targeted different student groups for intervention However our SWD remain the lowest in attendance with 36.2% of students either chronic or severely chronic in absence from school.
2. Student behavior while trending in the right direction remains a contributing factor to student achievement. Many students are in need of SEL support. Kratt had 29 out of school suspension incidents as of February 2025 compared to 43 at same point in the year last year. 100% of suspensions are on male students and 17% on AA students. Missing school has a direct impact on learning.
3. School wide tier 1 structures for expectations were re-evaluated, adjusted and implemented one at a time over the last 3 semesters. These structures need time to be fully effective as a proactive tier 1 structure.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. Continued emphasis on tier 1 attendance practices with continued tier 2 interventions for lowest attending student populations. This year tier 2 emphasis was on Students with Disabilities and African American Students. Emphasis on activities that build sense of belonging at school and campus culture. Dedicated support staff and curriculum that help teach positive attendance habits.

2. Continued emphasis on tier 1 common area practices and B.A.R.K Guidelines messaging. Staff to support the growing SEL needs of our students.
3. Staff dedicated to helping implement tier 1 structures and support students needing tier 2 interventions. Continued focus of the school climate and culture team on structures and routines with lessons and visuals to support a positive school climate.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Prepare Productive Members of the Community

Fully Implemented

Actions were fully implemented to meet the desired student outcomes.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Prepare Productive Members of the Community

Effective

Kratt for the second year in a row has seen positive increases in students having good attendance. For the 2nd year in a row the school is seeing a reduction in students that are being suspended out of school for misbehaviors. Funding a TSA to help focus on student awards, opportunities, and family engagement has alleviated stress on teaching and classified staff. In addition to misbehavior and attendance data the emphasis on tier 1 structures has led to a 16 point positive change on students feeling safe at school according to the Climate and Culture survey.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Next school year we will continue with many of our practices aligned with preparing productive members of the community. The climate and culture team will continue to focus on school wide implementation of B.A.R.K Guidelines and common area expectations. A TSA will be funded that will focus part of their time on student rewards, opportunities, and family engagement. Additionally Kratt will look to expand partnerships that have been formed out of increasing opportunities for our students.

Section D: 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.

SSC:

Keep current actions

ELAC:

EL families recommended no changes.

Staff:

Evaluate what our school rewards and better align to our new goals.

Action 1 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Students will participate in CTE study trips/experiences designated by the district.
- Transportation to events or activities
- All students will participate in school-wide activities such as Red Ribbon Week and Read Across America which include opportunities to meet various community members from a variety of career fields.
- Student Council will be established each semester to promote leadership on campus, school connectedness, and provide opportunities for students to engage in a variety of activities that could lead to future careers (event planning, charity work, fund raising, etc.)
- Materials/supplies to support student learning experiences.
- Funds to provide incentives and awards for student participation and achievements.
- Supplemental contracts for Certificated and Classified staff to support with community events.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- EL students will participate in all grade level opportunities.
- Staff will support English Learners and families through outreach, home visits and other related services to encourage participation in career enrichment opportunities and real-world learning experiences.
- Reading, writing, listening, and speaking opportunities will be embedded in all activities to provide opportunities for language acquisition and use.
- Student engagement data of EL students will be monitored for disproportionality.

Student Groups

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

African American (AA), Students with Disabilities (SWD), Multiple Races (MR):

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

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

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

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

African American (AA), Students with Disabilities (SWD), Multiple Races (MR):

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

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

African American (AA), Students with Disabilities (SWD), Multiple Races (MR):

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

HSL, CWAS, RCA and Admin team will work with small groups to improve attendance and reduce misbehaviors.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Engagement participation will be analyzed quarterly for increases compared to last year.

Outcomes measured through ATLAS reports.

Outcomes monitored by Principal, VP, and Climate & Culture Team.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Engagement participation will be analyzed at each semester for increases compared to last year.

Outcomes measured through ATLAS reports.

Outcomes monitored by Principal, VP, and Climate & Culture Team.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Responses on the Climate and Culture Surveys will increase by 6% compared to last year.

Outcomes measured through ATLAS reports.

Outcomes monitored by Principal, VP, and Climate & Culture Team.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0285 Kratt Elementary (Locked)

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

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

\$5,000.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		28.6 %	2023-2024	28 %
Chronic Absenteeism - (African American)	✓		40 %	2023-2024	39.4 %
Chronic Absenteeism - (Students w/ Disabilities)	✓		42.3 %	2023-2024	41.7 %
Suspension Rate	✓	0.8 %	4.8 %	2023-2024	4.47 %
Suspension Rate - (Two or More Races)	✓		7.3 %	2023-2024	6.97 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

While chronic absenteeism and suspensions are decreasing, a large percentage of students have poor attendance and behaviors that affect learning. AA and SWD miss school at a higher percentage than other students. AA students have made large gains in attendance but are still suspended at a higher percentage than other student sub-groups.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

1. School wide tier 1 structures are in the process of being fully implemented.
2. Lack of resources to respond to zero tolerance offenses in an effective way other than punitive measures.
3. Low parent response to proactive attendance measures like meetings.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. Continue focused effort to align school wide expectations with graphics, lessons, and daily SEL block. Staff to assist students when they are having troubles at school.
2. Expansion of Tier 2 interventions and staff to service the needs of our students with special attention to our AA, SWD and 2 or more races student population.
3. Continued incentives for attendance and continue with targeted interventions for identified student groups. Maintain frequent parent communication about attendance.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Student Engagement Opportunities

Partially Implemented

Kratt continues to expand opportunities to participate in sports, clubs and family activities. Kratt staff is working on maximizing the daily SEL block to align with Tier 1 structures. We continue to show growth in Second Step completion rate and data tracking of students that emerge from the Targeted Student Support Team.

Action 2: Supports for Social-Emotional Learning

Partially Implemented

While the overall school continues to see improved attendance rates and decreased suspension rates. Kratt remains too high in chronic absenteeism and suspensions especially among African American Students. The site had a vacancy in Home School Liaison for the majority of the year, but that position is now filled. TST is working to align resources to our highest need student groups.

Action 3: Decrease Chronic Absenteeism

Partially Implemented

This year Kratt introduced a Tier 1 attendance contest for grades TK - 3 and provided targeted interventions to SWD and AA students in grades 4-6. School wide attendance is up 4.6% as of same point last year. Chronic Absenteeism among AA students has decreased by 16% this year. Chronic absenteeism among SWD remains unchanged from the previous year.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Student Engagement Opportunities

Effective

Kratt will continue to offer student engagement activities through clubs, athletics, visual and performing arts, STEM activities and structured activities through the PAWS room with a focus on building school connectedness.

Action 2: Supports for Social-Emotional Learning

Effective

Kratt will continue to implement a tiered level of support for students' social and emotional well-being. Targeted Student Support Team will monitor behaviors, interventions, school supports and programs to ensure students are engaged in learning and support they need. This will directly link to a reduction in student suspensions.

Action 3: Decrease Chronic Absenteeism

Effective

Kratt will continue a tier 1 approach with class incentives for TK-3rd graders that focuses on starting and maintaining positive school attendance habits. Kratt will also continue to provide targeted supports to groups of students or individual students in grades 4-6 based on attendance data.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

No major changes are going to be made in this area. We will be keeping our RCA, Hand in Hand Mentor and expanding the work of our TST team. 2024-2025 is the first school year with structures and staff fully in place. Kratt will continue to see positive gains with continued implementation and focus on targeted student groups.

Section D: 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.

SSC:

Keep RCA and Hand in Hand.
Continue to reward positive attendance

ELAC:

No change recommended.

Staff:

Perfect attendance incentives.

Action 1 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1

- Provide wider array of options during recess: including clubs, noon-time library activities, outdoor structured activities, and additional play equipment. Specifically utilize TSA for club options and monitoring student engagement.
- 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.

- Quarterly behavior incentives will be offered to promote kindness, character counts, and encourage school connectedness. Organized by TSA and recognized at quarterly awards assembly.
- School assemblies will be provided to continue to build student belonging and school connectedness.
- Support staff will plan and implement organized noon-time activities for students during lunch recesses. These activities will help engage students in team building and character development.

Tier 2

- Resource Counseling Assistant will support alternative recess location for students in grades K-6 during morning/lunch recess and/or de-escalation room for short “time-aways” from class.
- Materials will be purchased to support these activities.

Tier 3

- Hand in Hand mentor and other student supports will continue to offer incentives to groups and case load to establish positive relationships and adult connectedness targeting our SWD and AA students.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- 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.
- With EL funds we plan to support English learners by utilizing teaching fellows for small group instruction and work with the CT.
- Provide Parent Involvement materials and supplies in native language, and utilize a Hand in hand mentor for SEL support.
- 3.5 hour CT on staff specifically working with EL and LTEL students.
- Hire ELPAC assessors to complete ELPAC.
- HSL to support EL and LTEL families to promote positive attendance and engagement participation.

Student Groups

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

African American (AA), Students with Disabilities (SWD), Multiple Races (MR):

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

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

African American (AA), Students with Disabilities (SWD), Multiple Races (MR):

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

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

African American (AA), Students with Disabilities (SWD), Multiple Races (MR):

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

HSL, RCA and Admin team will work with small groups to improve attendance and reduce misbehaviors.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Engagement participation will be analyzed quarterly for increases compared to last year.

Outcomes measured through ATLAS reports.

Outcomes monitored by Principal, VP, and Climate & Culture Team.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Engagement participation will be analyzed at each semester for increases compared to last year.

Outcomes measured through ATLAS reports.

Outcomes monitored by Principal, VP, and Climate & Culture Team

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Engagement participation will be analyzed at the end of the year for increases compared to last year.

Outcomes measured through ATLAS reports.

Outcomes monitored by Principal, VP, and Climate & Culture Team

Action 2 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1

- 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
- All teachers will teach the daily character strength using the Positivity Project program.
- Bullying Prevention program, including but not limited to an assembly, lessons, spirit wear, incentives, rewards, rallies, etc.
- Students and families will participate in a variety of hands-on rallies focused on character throughout the year provided by site funded TSA
- Student incentives for displaying character and following school wide expectations will be celebrated at Black Top Friday and other school wide events and feature awards.
- Quarterly incentives will be offered to promote kindness, character counts, and engage students in school connectedness.

Tier 2

- One Hand in Hand Mentors will be funded as an intervention/ support for identified Tier 2 students.
- Students will receive opportunities for alternative recess location (Kratt PAWS Room), structured play, and support by the RCA with appropriate social interactions.
- Identified students will receive support through informal or formal behavior support contracts/interventions with incentives/rewards to promote positive behavior
- The Tier II specialist will organize and structure Tier 2 supports as well as meet with small groups of students. Specific emphasis will be placed on student groups that were suspended at disproportionately high levels (African American, SWD, and students of 2 or more races.)
- Teachers, Administration, School Psych, nurse, and parents will participate in Student Success Team meetings to determine Tier 2 behavioral/social-emotional interventions for identified students.

Tier 3

- One Hand in Hand Mentor will be funded as an intervention/ support for identified Tier 3 students. The mentors will work with identified at-risk students to focus on addressing chronic absenteeism through daily check-ins, make positive connections with students and families, push-in support to help students transition into class and focus on staying in class to support learning, and will participate in structured activities during morning and lunch recesses.
- Identified students will receive support through informal or formal behavior support contracts/interventions with incentives/rewards to promote positive behavior.
- Teachers, Administration, School Psych, nurse, and parents will participate in Student Success Team meetings and IEPs to determine Tier 3 behavioral/social-emotional interventions for identified students.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

Student Groups

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

African American (AA), Students with Disabilities (SWD), Multiple Races (MR):

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

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

African American (AA), Students with Disabilities (SWD), Multiple Races (MR):

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

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

African American (AA), Students with Disabilities (SWD), Multiple Races (MR):

Students will be supported through the Tier 2 Specialist, RCA and Hand in Hand Mentor when needed. Interventions and supports will be provided to students based on data/need.

HSL, RCA and Admin team will work with small groups to improve attendance and reduce misbehaviors.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Decrease in suspensions monthly compared to last year.

Outcomes measured by monthly meetings to review/analyze suspension data by school, grade level, teacher, and area of incidents.

Outcomes monitored by Admin Team, TST, and Climate & Culture Team.

Medium-Term (Change in Behavior or Performance) Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Decrease in suspensions by semester compared to last year.

Outcomes measured by monthly meetings to review/analyze suspension data by school, grade level, teacher, and area of incidents.

Outcomes monitored by Admin Team, TST, and Climate & Culture Team.

Long-Term (Change in Condition) Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Decrease in suspensions overall from last year to this year.

Outcomes measured by monthly meetings to review/analyze suspension data by school, grade level, teacher, and area of incidents.

Outcomes monitored by Admin Team, TST, and Climate & Culture Team.

Action 3 :

Decrease Chronic Absenteeism

Action Details:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1

- Frequent awards given for exemplary attendance along with attendance charms.
- Professional Learning for site leaders and teachers focused on increasing student motivation and engagement in school attendance campaign with incentives to classrooms and students materials and supplies to promote attendance and support student engagement (Assemblies and other engagement opportunities)

Tier 2

- Teachers, HSL and administration will reach out to conference with families about the importance of attendance.
- HSL will work with families to ensure students are at school regularly and offer supports to families when needed. HSL will put emphasis on subgroups that are showing highest percentage of missing school (African American, SWD, and 2 or more races).
- TST meetings to plan supports for students.

Tier 3

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Utilize district translation services for parents needing primary language support for meetings and communications promoting the positive impact of regular school attendance.
- Administration, Tier II specialist, and Home-School Liaison will support parents of EL and LTEL students through verbal communications between home and school, parent outreach for involvement in meetings and activities, and assist with other related resources when needed.
- We will provide funds for mileage for home visits, substitutes for IEP/SST meetings with families, incentives for students and families, professional development, parent involvement meetings/events, and a Hand in Hand Mentors for student SEL support.

Student Groups

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

African American (AA), Students with Disabilities (SWD), Multiple Races (MR):

We plan to support identified student groups by providing a Hand in Hand mentor that will specifically work with our site funded TSA to create intentional mentorship and connection.

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

African American (AA), Students with Disabilities (SWD), Multiple Races (MR):

Resource Counseling Assistant

Teaching Fellows for Structured Recess

Supplies and incentives for family events

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

African American (AA), Students with Disabilities (SWD), Multiple Races (MR):

Administration will support parents through verbal communications between home and school, parent outreach for involvement in meetings and activities, and assist with other related resources when needed.

Tier II specialist, TSA and Hand in Hand Mentor will work with identified at-risk students to focus on addressing chronic absenteeism through daily check-ins, make positive connections with students and families. Push-in support to help students transition into class and focus on staying in class to support learning, and will participate in structured activities during morning and lunch recesses.

HSL will work with Targeted Student Support Team to identify and bring forward students from our identified struggling groups. We will include these students in regular discussions with our TST (assigning a case support person) and check in with their progress regularly.

Attendance Team (Office Assistant, HSL, Tier II CWAS, VP, Principal) will have meetings and check-ins with students and families. We will utilize Check In Check Out and Goal Setting Sheets.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Decrease in chronic absenteeism rate monthly compared to last year.

Outcomes measured by monthly meetings to review/analyze attendance data by school, grade level, teacher.

Outcomes monitored by Admin Team, Teachers, and SST Team.

Medium-Term (Change in Behavior or Performance) Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Decrease in chronic absenteeism rate by semester compared to last year.

Outcomes measured by monthly meetings to review/analyze attendance data by school, grade level, teacher.

Outcomes monitored by Admin Team, Teachers, and SST Team

Long-Term (Change in Condition) Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Decrease in chronic absenteeism rate from this year to last year.

Outcomes measured by monthly meetings to review/analyze attendance data by school, grade level, teacher.

Outcomes monitored by Admin Team, Teachers, and SST Team.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0285 Kratt Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Instruction	Mat & Supp			Communication Folders, Planners - No food or Incentives	1,500.00
G3A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement Materials and Supplies - No food or incentives	2,000.00
G3A2	Title 1 Basic	Instruction	Bks & Ref			Positivity Project for SEL	3,795.00
G3A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentor for SEL	26,700.00
G3A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		21,620.00

\$55,615.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	94 %	90.8 %	2024-2025	91.9 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Staff participation in feedback cycles like climate and culture survey decreased from 2023 to 2024.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

1. Limited professional development meeting time.
2. New contract with teachers now aligns with Professional Development focus of the school site from 2023-2024.
3. Elimination of site funds being used for grade level planning days.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. Continue to provide opportunities for all shareholders for all shareholders to voice input through teams, surveys and feedback cycles.
2. Continue to align school instructional focus to research based best practices like PLC+ as our school site intends to be fully implemented in 2025-2026.
3. Continue to provide weekly electronic communication to staff so limited meeting time is focused on student data and PLC collaboration.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Professional Learning for Staff

Fully Implemented

Teachers continue to receive support in Math lesson design from our Academic Coach. Regional Literacy funds are used for literacy support in grades TK-2nd and 100% of teachers have received required trainings. ILT and staff professional learning remains committed to student data and PLC collaboration.

Action 2: Create a Positive School Environment for Staff

Fully Implemented

Actions were fully implemented to meet desired student outcomes. School Climate and Culture Team will continue to meet monthly to review student and staff data and make recommendations to continue the growth of our site.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Professional Learning for Staff

Effective

Kratt has focused all professional learning on PLC+ framework for two years. Every PLC meeting and staff meeting is focused on student data and the strength of our PLC teams. This year we introduced a Power Practice of utilizing Learning Targets and Success Criteria to focus coaching and feedback. Kratt remains a school that is showing academic growth with 52% of our students on pace to grow 15 points Distance From Standard in both math and ELA

Action 2: Create a Positive School Environment for Staff

Effective

Over 90% of staff responded positively to receiving feedback that helped them learn and grow and that they enjoy being at this school. Everything that Kratt does is tied to the mission and vision of the school. Staff is committed to growing as professional educators and responding favorably to the environment they are asked to do it in.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Continue to involve stakeholders with direct contact to the position in all hiring decisions. Continue alignment of PLC+ work and mission and vision of Kratt to the Student Focused Outcomes of Fresno Unified School District.

Section D: 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.

SSC:

No changes to be made.

ELAC:

Keep current actions.

Staff:

Considerations for PLC planning days or extra compensated time for planning.

Action 1 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- **Student Academics:**
- ELAFUSD instructional coaches and site coach PL to TK-3 teachers and Certificated Tutors on early literacy skills.
- Grade 3-6 teachers will have PL on using SBAC claims and targets to align instructional tasks with the rigor of grade level standards.
- Classified staff will have monthly meetings to focus on best strategies to support student academic achievement.
- Data chats to focus on student achievement with PLCs will be conducted quarterly using Kratt Data Protocol.
- Professional learning will be provided to the Teaching Fellows who work with grades 1-3 in early literacy skills and strategies by Academic Coach.
- Funds provided for classroom materials/supplies to support student academic achievement.
- **Student Centered and Real-World Learning:**
- ILT and CCT will develop a school calendar to plan for a variety of student centered and real-world learning experiences.
- **Student Engagement:**
- Professional learning will be provided to Teaching Fellows, Hand in Hand Mentor, RCA, Tier II Specialist, HSL and Noontime Teaching Assistants to support student engagement.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

Student Groups

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

African American (AA), Students with Disabilities (SWD), Multiple Races (MR):

Positivity Project

Hand in hand Mentor

California Teaching Fellows

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

African American (AA), Students with Disabilities (SWD), Multiple Races (MR):

Technology Support

Resource Counseling Assistant

California Teaching Fellows

Materials and Supplies

Sub Days for IEPs / Planning

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

African American (AA), Students with Disabilities (SWD), Multiple Races (MR):

Books will be purchased for staff to engage in professional readings that provide research-based strategies in working with identified student groups.

RSP and GE teacher articulation twice per year to review IEP goals, accommodations, etc.

Weekly PLC development and analysis of CFAs

Quarterly PLC instructional planning with focus towards targeted groups

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>We will measure the effectiveness of professional development around Gradual Release and the Coaching Cycle during the first semester.</p> <p>Outcomes measured with iReady1 and iReady2 Diagnostic administrations.</p> <p>There will be a 3% increase of students who met 40% or above stretch growth.</p> <p>Outcomes monitored by Principal, VP, and teachers</p>	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>We will see an increase from the Fall Climate & Culture survey to the Spring survey.</p> <p>Outcomes measured by staff participation.</p> <p>There will be an increase of 2% favorable. Outcomes monitored by Principal, VP, and CCT.</p>	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>We will see an increase in the Fall Climate & Culture family survey from last year to this year.</p> <p>Outcomes measured by staff participation.</p> <p>There will be an increase of 4% favorable.</p> <p>Outcomes monitored by Principal, VP, and CCT.</p>

Action 2 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Teachers will monitor EL, RFEP, and LTEL progress on Ellevation.

Professional learning on how to incorporate ELD standards into daily lesson plans.

CT and PLC collaboration to support EL and LTEL students.

PLC CFA creation and analysis to determine appropriate supports for EL and LTEL students.

Student Groups

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

African American (AA), Students with Disabilities (SWD), Multiple Races (MR):

Positivity Project

Hand in hand Mentor

California Teaching Fellows

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

African American (AA), Students with Disabilities (SWD), Multiple Races (MR):

Technology Support

Resource Counseling Assistant

California Teaching Fellows

Materials and Supplies

Sub Days for IEPs / Planning

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

African American (AA), Students with Disabilities (SWD), Multiple Races (MR):

PLC collaboration

PLC CFA creation and analysis

Climate and Culture Team focused on targeted interventions.

Professional learning on addressing disproportionate student outcomes.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>We will measure the effectiveness of professional development around Gradual Release of Instruction and the Coaching Cycle during the first semester.</p> <p>Outcomes measured with iReady1 and iReady2 Diagnostic administrations.</p> <p>There will be a 3% increase of students who met 40% or above stretch growth.</p> <p>Outcomes monitored by Principal, VP, and teachers.</p>

Medium-Term (Change in Behavior or Performance) Want to see
<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>We will see an increase from the Fall Climate & Culture survey to the Spring survey.</p> <p>Outcomes measured by staff participation.</p> <p>There will be an increase of 2% favorable.</p> <p>Outcomes monitored by Principal, VP, and CCT.</p>

Long-Term (Change in Condition) Hope to see
<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>We will see an increase in the Fall Climate & Culture family survey from last year to this year.</p> <p>Outcomes measured by staff participation.</p> <p>There will be an increase of 4% favorable.</p> <p>Outcomes monitored by Principal, VP, and CCT.</p>

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0285 Kratt Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Teacher-Subs			Subs for professional learning, planning, IEPS, and SSTs also supports G3 A2, G1 A1 and 2	10,854.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			Academic Coach - Technology and instructional support	5,517.00
G4A2	Sup & Conc	Instruction	Direct-Food			Food for staff meetings	5,000.00

\$21,371.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	90 %	92.1 %	2024-2025	93.2 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

We have had a challenge getting parents to engage regularly with school communication or helping with events and activities they are wanting to see on our school campus.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

1. Language Barriers for families
2. Time commitment to helping when parents work
3. Survey data suggests parents like attending events but lack interest in coming for learning opportunities.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. Staff and services to help bridge communication gap with families.
2. Staff to help support school wide events to decrease expectations on parents.
3. Continue to imbed parent learning in well attended events like quarterly awards, blacktop Friday, and weekly communication home.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Family Engagement Opportunities

Fully Implemented

- The action was **Fully Implemented** - while we still do not have as much participation as we want, we have implemented everything that was planned.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Family Engagement Opportunities

Partially Effective

We will continue to use Parent Square and other platforms to communicate to families about happening at the school.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We will strengthen our efforts to increase parent participation by providing more opportunities and advance communication for our parents to attend our meetings. We will provide training to our HSL and Office Assistant in strategies on parent outreach.

Section D: 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.

SSC:

No changes recommended

ELAC:

No changes recommended.

Staff:

Have Back to School night at a later date.

Action 1 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Families will receive weekly updates and other information as needed with school information and upcoming events.
- The Kratt school website will be updated weekly with current events, notices, information, and photos.
- An online family newsletter will be published weekly with school and district information.
- Teachers will utilize electronic communication platforms to support home-school communication.
- Student Academics: Parent/Teacher Conferences, SSTs, IEPs, Parent Meetings, Parent Learning Opportunities (Parent University), Study Trips (Chaperones)
- Every other Friday families are encouraged to stay and participate in our Blacktop Friday school announcements.
- In coordination with the ILT, CCT, and PTA, events will be planned throughout the year to include families in their students' education and school (i.e., Back to School Night, Jog-a-Thon, Open House, etc.)
- Materials and supplies will be provided for parent involvement and workshops.
- Incentives will be offered for parent involvement at various events (i.e., pizza at family night, take home materials at workshop, etc.)
- Home-School Liaison will work with families in a variety of capacities so that families are engaged in their child's education.
- Translation services will be provided.
- Supplemental contract for website/social media updates/information.
- Provide funds for graphics for parent handbook, flyers, workshops, events, etc.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- 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

Student Groups

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

African American (AA), Students with Disabilities (SWD), Multiple Races (MR):

Teaching Fellows for Academic Instructional support.

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

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

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

African American (AA), Students with Disabilities (SWD), Multiple Races (MR):

Kratt website updates.

Parent involvement materials and supplies.

Supplies for incentives and family events.

Subs for IEP/SST days.

Incentives/rewards for SEL

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

African American (AA), Students with Disabilities (SWD), Multiple Races (MR):

Ensure monthly SST / IEP meetings to address the needs of our low performing groups.

Ensuring consistent communication with all parents. Increasing opportunities for parent engagement during and after school hours.

Site-based HSL to support in identifying psychosocial factors impacting identified students' unmet needs.

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

We will see an increase in attendance at the Title I Parent Meeting/Back to School Night and at Parent Conferences.

Outcomes measured by attendance rosters.

There will be a 10% increase in attendance as compared to last year.

Outcomes monitored by Principal, VP, and teachers.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

We will see an increase from the Fall Climate & Culture survey to the Spring survey.

Outcomes measured by family engagement domain.

There will be an increase of 2% favorable.

Outcomes monitored by Principal, VP, and teachers.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

We will see an increase in the Fall Climate & Culture family survey from last year to this year.

Outcomes measured by family engagement domain.

There will be an increase of 4% favorable.

Outcomes monitored by Principal, VP, and teachers

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0285 Kratt Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Local Mileag			Local Mileage for Parent Visits	600.00
G5A1	Sup & Conc	Instructional Supervision & Admin	CI&Tech-Sup			Kratt Website Updates	2,227.00
G5A1	Sup & Conc	Parent Participation	Crt Pupil-Sup			Family Engagement Support	3,187.00

\$6,014.00

2025-2026 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	Bks & Ref			Reflexology Site License - Also supports G1A2	3,597.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology	4,408.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	25,158.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.1501		17,884.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental teacher salary to support PLCs. Also supports G1 A1and G4 A1	9,686.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			ELPAC Assessors	2,942.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies / Incentives for SEL G3 A2	20,840.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	2,800.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology Repair	1,200.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1899		22,629.00
G1A1	LCFF: EL	Instruction	Mat & Supp			:	9.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.8000		102,539.00
G2A1	Sup & Conc	Instruction	Direct-Graph			Graphics - Tier 1 expectations, procedures, window coverings	5,000.00
G3A1	Title 1 Basic	Instruction	Mat & Supp			Communication Folders, Planners - No food or Incentives	1,500.00
G3A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement Materials and Supplies - No food or incentives	2,000.00
G3A2	Title 1 Basic	Instruction	Bks & Ref			Positivity Project for SEL	3,795.00
G3A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentor for SEL	26,700.00
G3A3	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		21,620.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			Subs for professional learning, planning, IEPs, and SSTs also supports G3 A2, G1 A1 and 2	10,854.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			Academic Coach - Technology and instructional support	5,517.00
G4A2	Sup & Conc	Instruction	Direct-Food			Food for staff meetings	5,000.00
G5A1	Title 1 Basic	Parent Participation	Local Mileag			Local Mileage for Parent Visits	600.00
G5A1	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Sup			Kratt Website Updates	2,227.00
G5A1	Sup & Conc	Parent Participation	Crt Pupil-Sup			Family Engagement Support	3,187.00

\$301,692.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$67,758.00
Sup & Conc	7090	\$211,296.00
LCFF: EL	7091	\$22,638.00
Grand Total		\$301,692.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$213,692.00
G2 - Expand student-centered and real-world learning experiences	\$5,000.00
G3 - Increase student engagement in their school and community	\$55,615.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$21,371.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$6,014.00
Grand Total	\$301,692.00