


**Kirk Elementary**

10621666006324

Principal's Name: Latoya Tatum LaToya Tatum

Principal's Signature: 

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

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

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

**Consolidated Program Assurances**



<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school’s English Learners’ Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant 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**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. Principal - LaToya Tatum	X				
2. Chairperson - Juanita Jaramillo-Torres				X	
3. Valerie Fabela		X			
4. Betina Madkins		X			
5. Xeng Pao Thao-Classified			X		
6. Isabel Saldana					
7. Elicelda Morales					
8. Jaime Picquette					
9. Bobbie Mixon					
10. Robin Snowden			X		
11.					
12.					
13.					
14.					
15.					

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

**Required Signatures**

<b>School Name: Kirk Elementary</b>			
<p>Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.</p>			
<b>Title</b>	<b>Print Name Below</b>	<b>Signature Below</b>	<b>Date</b>
<b>Principal</b>	LaToya Tatum		4/11/25
<b>SSC Chairperson</b>	Juanita Jaramillo		4/11/25

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

Kirk - 0270

**ON-SITE ALLOCATION**

3010	Title I	\$52,716 *
7090	LCFF Supplemental & Concentration	\$163,158
7091	LCFF for English Learners	\$74,382

<b>TOTAL 2025/26 ON-SITE ALLOCATION</b>	<b>\$290,256</b>
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* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$1,528
Program Budget	\$51,188
Total Title I Allocation	\$52,716

**ESSA Assistance Status: Not Identified for Assistance**

## Kirk 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)	✓		50 %	2023-2024	60 %
SBAC ELA - Average distance from standard	✓	-64 pts	-71.5 pts	2023-2024	-56.5 pts
SBAC ELA - Average distance from standard (English Learner)	✓		-86.7 pts	2023-2024	-71.7 pts
SBAC ELA - percentage of students met/exceeded standard	✓	25 %	20.2 %	2023-2024	25.2 %
SBAC Math - Average distance from standard	✓	-62 pts	-77.2 pts	2023-2024	-62.2 pts
SBAC Math - percentage of students met/exceeded standard	✓	20 %	17.6 %	2023-2024	22.6 %

**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.

**Math**

Students are lacking math foundational skills specifically with Number Sense as well as application through problem solving.

**School-Wide Data**

- 23-24 SBAC: 17.6%Met/Exceeded
  - DFS: -77.2%

- iReady Math Diagnostic 2: 21.6% On/Above Grade Level
  - K: 22% 1st: 42.2% 2nd: 22% 3rd: 9.8% 4th: 14.6% 5th: 17.6% 6th: 24.5%

**African-American Students**

- 23-24 SBAC DFS: -108
- 23-24 SBAC: 18.6% Met/Exceeded

**Students with Disabilities**

- 23-24 SBAC DFS: -152
- 23-24 SBAC: 12.8% Met/Exceeded

**English Learners**

- 23-24 SBAC DFS: -131
- 23-24 SBAC: 9.6% Met/Exceeded

**ELA**

By the end of 1<sup>st</sup> grade, many students are not decoding words effectively, which impacts their ability to develop fluency and comprehension in later grades.

In 2<sup>nd</sup>-6<sup>th</sup> grades, students lack academic vocabulary and fluency, limiting their ability to engage in complex texts, construct written responses, and develop content-area literacy.

**School-Wide Data**

- 23-24 SBAC: 20.2% Met/Exceeded
  - ELA DFS: -71.5
- iReady Reading Diagnostic 2: 32.9% On/Above Grade Level
  - K: 35.7% 1st: 50% 2nd: 53.4% 3rd: 41.2% 4th: 12.2% 5th: 15.7% 6th: 25%

**African-American Students**

- 23-24 SBAC DFS: -77
- 23-24 SBAC: 24.9% Met/Exceeded

**Students with Disabilities**

- 23-24 SBAC DFS: -136
- 23-24 SBAC: 12.7% Met/Exceeded

**English Learners**

- 23-24 SBAC DFS: -123
- 23-24 SBAC: 9.6% Met/Exceeded

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

**Action 1: Math**

- Need to focus on the extent and progression of each grade level standard in order to increase instructional rigor and expectations
- Need to allow students to have productive struggle
- Need more opportunities to engage in real-world application of concepts and use academic language
- Need to deconstruct standards and lessons and intentionally plan

**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.

### Math

- Release time for planning days to include: coaching and visiting other sites
- Continue Teacher Clarity Playbook and PLC+ PL
- Academic Discourse, academic vocabulary, math talks, and math tasks PL
- School-wide protocol for planning
- Vertical articulation opportunities
- Consistent administration of FIAB/IABs (3rd-6th)
- Professional Learning on utilizing Claims, Targets to support Instruction.
- School-wide assessment plan and PLC protocols
- Opportunities for PLCs to walk each others' classrooms
- School-wide Math Foundational Skills plan
- Tutoring and intervention for identified students based on data
- Continue Math Lesson Design (MLD) instructional structure and SWJN Math supplemental materials

### ELA

- PL for TK-2nd teachers to support- foundational skills, phonemic awareness, reading fluency, writing, vocabulary & comprehension strategies
- Release time for planning days to include: coaching and visiting other sites
- Continue Teacher Clarity Playbook and PLC+ PL
- Academic Discourse and academic vocabulary PL
- School-wide protocol for planning
- Vertical articulation opportunities
- Consistent administration of FIAB/IABs (3rd-6th)
- Professional Learning on utilizing Claims, Targets to support Instruction.
- School-wide assessment plan and PLC protocols
- Opportunities for PLCs to walk each others' classrooms
- Tutoring and intervention for identified students based on data
- Continue administering the DIBELS foundational skills with a focus on fluency assessment

## 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: Math Instructional Plan

Partially Implemented

There is a structure for the math foundational skills and core block. Funding was used for sub release time for Math Lesson Design (MLD) PL and the instructional structure was implemented for 2nd-6th grade. Collection of CFA data and data analysis was not consistent. There was there was a lack of consistency with implementing small group instruction and a targeted math foundational skills block. Not all grade levels have consistent PLC structures to evaluate instruction, collect and analyze data to inform instruction and interventions.

Not all teachers use the same CFAs which does not allow for analysis to then reteach to gain mastery of the standards.

## Action 2: ELA Instruction Plan

Partially Implemented

Coaching cycles and feedback to support teachers was inconsistent. There was there was a lack of consistency with implementing small group and writing instruction. Not all grade levels have consistent PLC structures to evaluate instruction, collect and analyze data to inform instruction and interventions. Not all teachers use the same CFAs which does not allow for analysis to then reteach to gain mastery of the standards.

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: Math Instructional Plan

Partially Effective

The metrics show a schoolwide met/exceeded increase of about 5 percentage points from 23-24 iReady Diag. 2 (17.7%) to 24-25 iReady Diagnostic 2 (21.6%) and about a 5 percentage point iReady D2 Stretch growth increase from 23-24 (53.3%) to 24-25 (57.1%). Instructional practices learned through MLD (2nd-6th) and a focus on math foundational skills (K-1) were implemented but more opportunities for students to engage in math tasks and utilize math academic vocabulary are needed. Even with a school-wide assessment calendar, administration of math FIABs/IABs (3rd-6th) was inconsistent leading to a lack of data to inform intentional instruction. Funds were used for Math Inter-Act Fellows but due to inconsistency in attendance, and ineffective use of the Fellows in some classrooms, the support was not effective. Classroom walkthroughs and feedback was inconsistent.

## Action 2: ELA Instruction Plan

Partially Effective

The metrics show a very slight increase in schoolwide met/exceeded from 23-24 iReady Diag. 2 (31.8%) to 24-25 iReady Diagnostic 2 (32.9%) but about a 5 percentage point iReady D2 Stretch growth increase from 23-24 (53.4%) to 24-25 (57.7%). K-6th pull out RTI instruction (included RSP teacher (identified K-6), 2 Certificated Tutors (4-6 and EL Newcomers), and 3 Cullinan Education tutors (K-3) and progress monitoring using the DIBELS assessment was consistent, but targeted in class RTI instruction (K-6) was lacking. Classroom walkthroughs and feedback was inconsistent. Although quarterly writing samples were administered and quarterly vertical articulation meetings focused on writing took place, the Write Tools instructional plan and strategies was inconsistent across classrooms.

**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.

## Action 1: Math Instruction

We will continue to strengthen our current actions to increase math foundational skills and incorporate math tasks into math units. We will also be consistent in following our math assessment plan to include the school-wide quarterly math fluency assessment and administration of FIAB/IABs with data collection and analysis as part of the PLC+ cycle.

## Action 2: ELA Instruction

**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:**

- Family fun night: Once month
- Family arts and crafts
- Family Literacy and Math nights

Ideas to increase parent involvement:

- Incentive tickets for students when parents attend meetings
- Food and raffles for parents
- Science labs and experiments
- Fun with academics

Career Day

Include SPED parents in Autism Awareness month activities

**ELAC:**

- Tutoring
- English classes
- counseling for students and families
- More help to pass the ELPAC

**Staff:**

- TK: Continue Waterford, Heggerty Phonics/Phonemic Awareness, Handwriting Without Tears (HWT)
- Continue music, dance, and enrichments trips
- Incentives for monthly attendance, academics (iReady, etc.)
- New teacher mentors (on campus)
- Continue parent engagement hours and cultural assemblies
- Math RTI support and/or designated time at all grade levels
- More kid friendly assemblies
- Consistent admin Org chart
- Clubs for TK-4th
- Continue literacy RTI groups that with Cullinan Tutors (Orton-Gillingham routines)
- Continue using Swun Math materials as a supplement to Go- Math
- Continue Qtrly. planning
- Continue EL after school tutoring groups

**Action 1 :**

**Math Instructional Plan**

**Action Details:**

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

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

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

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

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

**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.**

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

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

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

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

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

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

With 7090 or 7091 funds we plan to support English learner students by funding supplemental contracts for teachers to tutor students, provide material and supplies, and provide professional learning for teachers to learn best practices to support student language acquisition to be reclassified. Provide incentives and celebrations.

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

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

- manipulatives, language frames and technology.
- Classroom teachers will provide integrated ELD instruction daily using ELD support materials in Go Math.

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

## Student Groups

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

**English Learner (EL):**

- Swun Math supplemental materials
- Certificated subs to provide quarterly planning, vertical articulation planning, professional learning, and release time for teaches to visit on-site and off-site classrooms to learn best instructional strategies to improve student achievement
- Parent participation materials to educate parents on how a student is classified EL and how to support their child's English language development

**African American (AA):**

- Certificated subs to provide quarterly planning, vertical articulation planning, professional learning, and release time for teaches to visit on-site and off-site classrooms to learn best instructional strategies to improve student achievement
- Parent participation materials to educate parents on how to support their child at home

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

**English Learner (EL):**

- Certificated Tutors to support Newcomer and all EL levels
- Supplemental contracts for teachers to support EL students

**African American (AA):**

- Supplemental contracts to support student learning and professional learning for teachers

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

**English Learner (EL):**

- Certificated Tutors to support Newcomer and all EL levels
- Instructional software to support ELD instruction
- Interpreters to support parent communication

**African American (AA):**

- Student Success Team (SST) and Targeted Support Team (TST) works together to identify student academic and social-emotional needs and develop educational plans and interventions.

## 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.

- Outcomes measured by walkthrough data focused on site Common Challenge (Problem of Practice) and identified school focus areas.
- 75% of classroom observations will show
- implementation of Math Lesson Design (MLD) and Math fluency strategies

Outcomes monitored by Principal, VP, Academic Coach, TSA, 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.

- iReady, site K-6 quarterly math fluency assessment

Outcomes monitored by Principal, VP, Academic Coach, TSA, 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.

CAASPP Results:

- Outcomes measured by decrease in Distance from Standard (DFS) in Math from -77.2 to -62.2 as measured by the California Assessment of Student Progress Proficiency (CAASPP)

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

**Action 2 :**

**ELA Instruction Plan**

Action Details:

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

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

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

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

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

PLC+ Playbook, Teacher Clarity Playbook and other resources will be used as professional learning with staff to build more effective teams. K-2 teachers will continue literacy training with the Edison Region and district instructional team. Provide tier 2 and 3 reading intervention as part of K-3K-6 RTI model including utilizing Cullinan Education Tutors to implement Orton-Gillingham foundational Skills instruction. iREADY software and Toolbox will be utilized during

tier 2 intervention to strengthen instruction of foundational skills /comprehension skills and vocabulary. Technology standards will be integrated through ELA reading and writing instruction with the goal of one writing performance task each quarter to be completed on the laptop (grades 2-6). Classrooms will use various technology resources to provide practice with standards. i.e. IABs, IREADY, and Prodigy. Provide supplemental software for EL students such as Lexia, RAZ Kids as funds are available. RSP will support RTI using Reading Mastery and Orton-Gillingham. Parent literacy nights.

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

- For disproportionality( i.e. EL Learners and African American males), SST will continue to identify students needing supports in Academics SEL interventions. Provide RTI Coordinator for ongoing progress monitoring of identified students. Selecting students not making progress for further attention via Problem Solving Team (PST) and SST team meetings.
- Disproportionate groups will have priority in receiving site interventions and after school supports.
- PLC teams will continue to provide in class instructional supports via tier 1 & 2 interventions through the RTI process. CFA data will be used to identify students needing extra support.
- Inter-Act Teaching Fellows will work in coordination with the RTI Coordinator to provide ELA support to identified EL, Foster and Economically Disadvantaged youth.
- Cullinan Education Center tutors to provide foundational skills support to K-6 students who need intensive intervention
- Materials include but are not limited to-ELA and math journals , highlighters,whiteboard markers, whiteboards,chart paper, primary lined paper, ink, lamination color pencils for graphing. embed technology test taking skills during core subjects.using IREADY, DIBELS, RAZ Kids as a support resource for ELA
- Small group/one on one instruction based on performance data
- Targeted students to receive additional support to meet grade level standards.
- Supplemental ELA materials for Sped students.
- Software: IREADY Teacher Toolbox, RAZ Kids, IXL, DIBELS online
- Write Tools Training & Coaching
- Supplemental contracts for after school tutoring and intensive RTI quarterly sessions.
- Supplemental contracts for Saturday school.
- Two.4375 Certificated Tutors and 2 teaching fellows will provide tier 2 and 3 reading intervention as part of K-3 RTI model

**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.**

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

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

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

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

With Title I funds we plan to support English learner students by providing materials and supplies to support parent education and Literacy Nights. Materials and supplies to become proficient in English.

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

With 7090 or 7091 funds we plan to support English learner students by providing supplemental contracts for tutoring, Certificated Tutors (CT) to support EL students and those who are Newcomers, ELPAC assessors, materials and supplies in support of language acquisition instruction.

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

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

**PLs for teachers**

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

**Process for monitoring PL Implementation**

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

**Newcomers**

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

**Migrants**

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

**Awards and Incentives**

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

**Appropriate Interventions**

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

**Other**

ELPAC Assessors

Technology

## Student Groups

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

**African American (AA):**

- Certificated subs to provide quarterly planning, vertical articulation planning, professional learning, and release time for teaches to visit on-site and off-site classrooms to learn best instructional strategies to improve student achievement

**English Learner (EL):**

- Certificated subs to provide quarterly planning, vertical articulation planning, professional learning, and release time for teaches to visit on-site and off-site classrooms to learn best instructional strategies to improve student achievement
- Parent participation materials to educate parents on how a student is classified EL and how to support their child's English language development

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

**African American (AA):**

- Certificated Tutors during Response to Intervention (RTI) time
- Participation in the A4 Afterschool and Summer Literacy Programs

**English Learner (EL):**

- Certificated Tutors to support Newcomer and all EL levels
- Supplemental contracts for teachers to support EL students

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

**African American (AA):**

- Certificated Tutors
- Instructional software to support literacy instruction
- Parent Engagement Hours to increase parent communication and participation?

**English Learner (EL):**

- Certificated Tutors to support Newcomer and all EL levels
- Instructional software to support ELD instruction
- Interpreters to support parent communication

## 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.

- Outcomes measured by walkthrough data focused on site Common Challenge (Problem of Practice) and identified school focus areas.
- 75% of classroom observations will show implementation of identified strategies

Outcomes monitored by Principal, VP, Academic Coach, TSA 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.

- DIBELS, iReady
- CAASPP
- -Quarterly Writing samples

Outcomes monitored by Principal, VP, Academic Coach, TSA, 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.

CAASPP Results:

- Outcomes measured by decrease in Distance from Standard (DFS) in ELA from - 71.5 to -56.5 as measured by the California Assessment of Student Progress Proficiency (CAASPP)

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

### Action 3 :

## ELD Instruction

### Action Details:

English Learner students are not making sufficient progress in language proficiency due to inconsistent implementation of Designated and Integrated ELD and gaps in teacher knowledge of effective ELD strategies. Kirk Elementary will provide professional development focused on ELD instructional strategies, including designated and integrated ELD best practices. A structured coaching plan will include peer observations, model lessons, and PLC planning and data analysis.

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

- Designated and integrated instruction as part of daily schedule to increase reclassification rates
- small group instruction with targeted ELD strategies based on student language level and needs
- integrating ELD strategies into math, science, and social studies to support language development across disciplines
- Professional development on EL data analysis and creation of a clear, schoolwide system from tracking EL student progress
- structured instructional coaching with real-time feedback and modeled lessons for teachers

#### Tier 2

- implementation of evidence based ELD interventions for students not making adequate growth
- Inter-Act Fellow to tutor long-term EL students using ELD strategies and online ELD program

#### Tier 3

- Student Success Team (SST) and Targeted Support Team (TST) to provide individualized assistance to students, track progress, and seek additional supports as needed
- Social Emotional support through counselor (such as All 4 Youth) to provide support to students, families, and staff

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.

The percentage of EL students who improved at least one ELPI level (Long-Term English Learner) on ELPAC is 50%. Designated ELD will take place daily and schoolwide. Integrated ELD will be implemented throughout the day in all content areas. Certificated Tutors (CTs) will support Newcomer students and as well as all EL levels. Classroom instruction will include building students' academic vocabulary and after school tutoring will be provided by Inter-Act Fellows for long-term EL students. Teachers will continue to monitor Reclassified Fluent English Proficient (R-FEP) and note their progress using ELLevation.

## Student Groups

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

### English Learner (EL):

- Swun Math supplemental materials
- Certificated subs to provide quarterly planning, vertical articulation planning, professional learning, and release time for teaches to visit on-site and off-site classrooms to learn best instructional strategies to improve student achievement
- Parent participation materials to educate parents on how a student is classified EL and how to support their child's English language development

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

**English Learner (EL):**

- Certificated Tutors to support Newcomer and all EL levels
- Supplemental contracts for teachers to support EL students

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

**English Learner (EL):**

- Certificated Tutors to support Newcomer and all EL levels
- Instructional software to support ELD instruction
- Interpreters to support parent communication

**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.

---

- Outcomes measured by walkthrough data focused on site Common Challenge (Problem of Practice) and identified school focus areas.
- 75% of classroom observations will show
- implementation of Designated and Integrated ELD strategies

Outcomes monitored by Principal, VP, Academic Coach, TSA, 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.

---

- Interim ELPAC assessments
- -ELLevation (at least 60% of EIs increase 1 ELPI level, decrease LTELS by 40% before leaving elem.)
- - DIBELS, iReady
- - ELPAC Interim
- -Quarterly Writing samples

Outcomes monitored by Principal, VP, Academic Coach, TSA, 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.

---

ELPAC Results:

- Outcomes measured by 60% increase in ELPI levels

CAASPP Results:

- Outcomes measured by decrease in Distance from Standard (DFS) in ELA from -123 to -108 as measured by the California Assessment of Student Progress Proficiency (CAASPP)
- Outcomes measured by decrease in Distance from Standard (DFS) in Math from -131 to -116 as measured by the Smarter Balanced Summative Assessment (SBAC)

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

# 2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0270 Kirk Elementary (Locked)

## G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			PLC and vertical articulation walks, PLC Planning (1x/qr.), SSTs, Professional Learning, release to see on-site or off-site peers, etc. (G1, A1); (G1,A2); (G3, A1), (G3, A2), (G4, A1) **No IEPs**	15,001.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Swun Math supplemental materials	15,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Build classroom laptop loaner inventory; headphones, etc. (G1,A1); (G1,A2)	7,438.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: IXL, Reflex/Frax, NextGen Math, Generation Genius, etc. (G1, A1); (G1A2)	15,000.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Instructional materials, educational resources, classroom libraries (G1,A1); (G1,A2) **No food or incentives**	6,187.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2500	G1A3	31,431.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2500	G1A3	27,399.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Summer PLC planning (7 hrs. each teacher), PLC planning; Pride team planning, supplemental contracts, etc. (G1, A1); (G1,A2); (G1, A3); (G3A1); (G3, A2)	19,616.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Clubs, multi-cultural and holiday programs, literacy/math/science nights, etc., mentor teachers or differentiated PL w/ teachers as leads	19,616.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Color copier and extra black and white copier leases	6,000.00
G1A2	Sup & Conc	Instruction	Direct-Graph			ELA resources, math resources, learning posters, certificates, etc. (G1,A1); (G1,A2); (G3, A1); (G3, A2); (G5, A1)	2,000.00
G1A2	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin subs (G1,A1); (G1,A2); (G3, A1); (G3, A2); (G5, A1)	3,000.00
G1A2	Sup & Conc	School Administration	Cl&Tech-Sup			Office Manager-Supplemental Contract	2,001.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1875	G1A3	23,573.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1875	G1A3	20,550.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			3 Certificated ELPAC assessors @ 42 hours each (G1,A2); (G1, A3)	8,000.00
G1A3	LCFF: EL	Instruction	Bks & Ref			Instructional software/materials	7,170.00

# 2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0270 Kirk Elementary (Locked)

## G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A3	LCFF: EL	Instruction	Mat & Supp			Instructional materials, Reclassification incentives and supplies	10,828.00

**\$239,810.00**

**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	✓	90 %	86.9 %	2024-2025	90 %

**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 TK-6th grade students participate in Career Technical Education (CTE), College and Career Readiness (CCR), and enrichment opportunities and fieldtrips, clubs and sports as engagement opportunities for TK-4th grade students is limited. Currently, cheerleading, track, cross country, wrestling, and Inclusion Club allow 3rd-6th grade students with no opportunities for TK-2nd grade students to engage.

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

- Targeted grade levels for most of our district sports is 5th-6th with 4th graders being allowed if there are not enough 5th and 6th graders to make a team
- Successful club expansion needs staff members-current job responsibilities may not allow for staff to feel they have extra time

**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.

- seek community partners as advisors to clubs
- provide opportunities for 4th-6th grade students to partner with TK-3rd grade students to work on specialty projects an/or clubs
- organize intramural sports during recesses or after school to train TK-3rd grade students for sports.

## 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: Kirk CTE Activities

Fully Implemented

All grade levels including our Extensive Support Needs-Autism classes have participated in CTE activities provided by our district. Consistency using the adopted Science curriculum needs improvement.

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: Kirk CTE Activities

Partially Effective

Although we did not meet our goal of 90% favorable favorable in student-centered/real-world experiences domain on the 2024 Fall Climate & Culture student survey, all students had the opportunity to be engaged in experiences that focus on student centered and real-world experiences. We did not consistently implement STEAM activities in our core instruction, but we did during the afterschool program.

## 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.

During the 2025-26 school year, we will ensure consistency with implementing the district adopted Science curriculum as well as look to bring student and parent science education experiences to our site. We will also look to increase the number of staff or community partner sponsored clubs for TK-6th grade 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:

- Family fun night: Once month
- Family arts and crafts
- Family Literacy and Math nights

Ideas to increase parent involvement:

ELAC:

- Tutoring
- English classes

-fieldtrips for students

Staff:

- Continue music, dance, and enrichments trips
- Incentives for monthly attendance, academics (iReady, etc.)
- Continue parent engagement hours and cultural assemblies
- More kid friendly assemblies

- Incentive tickets for students when parents attend meetings
- Food and raffles for parents
- Science labs and experiments
- Fun with academics

Career Day

Include SPED parents in Autism Awareness month activities

-Clubs for TK-4th

### Action 1 :

## Kirk CTE Activities

### Action Details:

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

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

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

After attending field trip, students should have follow-up instruction to process what was highlighted during the trip.

Science curriculum to support background knowledge of students

Special speakers to engage students in service learning projects

Supplemental contracts for clubs and engagement activities

Special cultural and vital information days through assemblies, rallies, and community events.

Motivational speakers

Development of media center to allow students to explore careers, colleges, and other information that help build background knowledge on varying subjects

Trainings on how to incorporate Science into the curriculum

Reflection materials that allow students to memorialize their experiences on field trips, clubs, sports, arts and activities

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.

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

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

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

With Title I funds we plan to support EL students by providing funds for Goal 2 materials and supplies for clubs, activities, incentives, and experiences

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

With 7090 or 7091 funds we plan to support EL students by providing materials and supplies, incentives, supplemental contracts to expand staff supplemental contracts for more clubs, activities, and experiences, and incentives.

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

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

## Student Groups

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

**For all student groups below, we will provide parents with information during Parent Engagement Hours and parent meetings regarding volunteer forms, fingerprinting and engagement activities for their child.**

**Students with Disabilities (SWD):**

**English Learner (EL):**

**African American (AA):**

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

**For all student groups below, an increase in funds for Certificated and Classified supplemental contracts has been included to provide a variety of student centered and real-world learning clubs.**

**Students with Disabilities (SWD):**

**English Learner (EL):**

**African American (AA):**

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

Student groups will be monitored through ATLAS Engagements to ensure all students are encouraged to attend and participate in the College and Career Ready (CCR) and Career Technical Education (CTE) activities, clubs, and sports. All student groups will have the opportunity participate in inclusion activities

**Students with Disabilities (SWD):**

**English Learner (EL):**

**African American (AA):**

## 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 previous year.
- Outcomes measured through ATLAS Engagements entries and 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 previous year.
- Outcomes measured through ATLAS Engagements entries and 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 previous year.
- Outcomes measured through ATLAS Engagements entries and reports.
- Outcomes monitored by Principal, VP, and Climate & Culture Team.

**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	✓		29.9 %	2023-2024	26.9 %
Chronic Absenteeism - (African American)	✓		39.4 %	2023-2024	36.4 %
Suspension Rate	✓	0.5 %	2.8 %	2023-2024	0.5 %

**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.

The rate of chronic absenteeism at Krik ES is 29.9% with African American students having the highest rate of absenteeism at 39.4%. With such a high percentage of students missing a significant amount of school there is undoubtedly negative impacts on students and staff as they work to support all students in their learning.

The overall suspension rate last year at Kirk was 2.8%. This current year it is under 1% year to date. Suspensions remove students from the learning environment also causing potential harm to student learning.

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

Students may not feel engaged in the learning environment leading to increased absenteeism.

Students may not receive the mental and physical health services needed both at school and in the community to support them with regular school attendance or appropriate school behavior.

Some families may not have the resources to support regular school attendance.

Language barriers, work schedules, or lack of trust in the school system may prevent effective parent engagement.

**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.

Continue to implement the pillars of Community Schools to more meaningfully support families and therefore students in having the resources to be successful at school.  
Empower Community Schools Coordinator to deepen the impact of the community schools work in the areas of attendance, social emotional and behavior supports.  
Increase teacher strategies for culturally responsive teaching that engages students in relevant learning tasks.  
Implement and support mentoring for students both through adult networks but also peer mentoring  
Maintain and increase where possible the availability of school counselors, social workers, and behavior supports  
Offer parents and students multilingual supports and flexible meeting times for parents

## 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: School suspensions

Fully Implemented

Actions are fully implemented. During the 2023-24 school year and continuing year to date in 2024-25 suspension rates at Kirk have dramatically decreased to less than .5%.

### Action 2: Chronic Absenteeism

Partially Implemented

Actions are mostly implemented and are having a positive impact. Chronic Absenteeism has been decreasing from 2023-24: 29.4% to 2024-25 year to date: 21%.

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: School suspensions

Ineffective

During the 2023-24 school year and continuing year to date in 2024-25 suspension rates at Kirk have dramatically decreased to less than .5%. Kirk continues to deepen practices such as having students engage in Repair and Restorative Circles and Parents engaging in Re-Entry Circles with the Restorative Practices (RP), and the Climate Culture Team providing quality professional learning for teaching staff that supports classroom practices. There was also a school-wide schedule for Morning Meetings, Second Step, and Class Meeting lessons which allows students to learn and practice social-emotional and conflict resolution skills.

### Action 2: Chronic Absenteeism

Ineffective

Chronic Absenteeism has been decreasing from 2023-24: 29.4% to 2024-25 year to date: 21%. An attendance team that consisted of the Teacher on Special Assignment (TSA), Tier 2 Specialist, Home School Liaison, Office Assistant, and Climate and Culture Specialist developed an attendance plan that included assigning chronically absent students to an adult on the team or on campus for check-ins and goal setting that resulted in incentives.

**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.

The Attendance team will convene at the beginning of the year to reconnect with students on the severely chronic and chronic absenteeism list and their families. There will be a greater emphasis on working with our Special Education team to develop best practices and information when connecting with parents of students in our Intensive Needs Autism program. Parent engagement opportunities such as learning with the Speech Language Pathologist how to support their child with communication and routines. Parent engagement opportunities that build trust and connectedness with African-American parents regarding attendance guidelines and support. Continue to implement and share a policy regarding reverse tardies where parents are consistently signing students out of school early.

**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:**

- Family fun night: Once month
- Family arts and crafts
- Family Literacy and Math nights

Ideas to increase parent involvement:

- Incentive tickets for students when parents attend meetings
- Food and raffles for parents
- Science labs and experiments
- Fun with academics

Career Day

Include SPED parents in Autism Awareness month activities

**ELAC:**

- Tutoring
- English classes
- counseling for students and families
- More help to pass the ELPAC

**Staff:**

- Continue music, dance, and enrichments trips
- Incentives for monthly attendance, academics (iReady, etc.)
- Continue parent engagement hours and cultural assemblies
- More kid friendly assemblies
- Clubs for TK-4th

**Action 1 :**

## School suspensions

**Action Details:**

Through the implementation of a multi-tiered system of Support Kirk ES will strive to decrease the current percent of student suspended from 2.8% to 1% or less in 2025-26.

Kirk School will work to improve overall suspension rates as well as decrease the number of suspensions for students who are disproportionately suspended at greater numbers than other students. The Climate & Culture Team is

leading the work in building systems and processes to address staff responses to misbehavior. The focus of the team should be on identifying strategies such as conflict resolution and proactive de-escalating strategies by building student agency and identity. We will implement restorative practices as the staple for interactions for student to student/student to adult relationships.

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

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Tier 1

- CHAMPS expectations in all classrooms
- Student Council to create student voice in the matter of school rules, expectations, and civility.
- Peace Makers club
- Anti-bullying rallies
- Kirk Positive Behavior Treasure Box
- Field trips above and beyond the district sponsored field trips such as Fresno State, Fresno Community College, Fresno Pacific, Arte Americanas, Fresno Art Museum, African American Art Museum, City Hall, Fresno Unified District board room and leadership, Pismo Beach, Fresno State sporting events, Fresno Waste Management, and other like trips to increase the wonder, Science mindset, and creativity of students.
- Clubs, sports and other extra-curricular activities to increase school connectedness
- Student incentives and awards
- Lions Club Celebrations

Tier 2

- SEL Groups with Restorative Practices Counselor
- Meaningful Work
- Use of restorative disciplinary consequences that allow students to correct violations to the school community
- Informal Behavior plans
- Success Mentors, Young Men of Character & Girl Power Mentoring

Tier 3

- Formal behavior plans
- Re-entry Meetings (Suspensions)
- PowerBi Suspensions
- Problem Solving Team (PST)-Academic/Behavior
- SST 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.](#)

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

While there are no groups in red on CADashboard for suspension, EL students did increase in suspension in the 2024-25 school year by .4%. Their overall rates is 2.1% which is below the school wide average by .7%.

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

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

Contracts for ELPAC assessors to administer 1:1 domains

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

All school flyers and messages translated in Spanish

Translators available for SST & IEP meetings when needed.

Data reviewed during SSC & ELAC meetings

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

## Student Groups

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

**African American (AA):**

With Title I funds we plan to support AA students by continuing certificated tutor support for newcomers and EL students and adding Inter-Act Fellows for math.

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

**African American (AA):**

United Black Men will be contracted support with math in upper grades

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

**African American (AA):**

Support of A4 office with mentoring as well as academic supports such as Waterford and Springboard. Mentoring and counseling will continue to be a major strategy to support AA 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>Decrease in suspensions monthly compared to last year. Outcomes measured in monthly meetings and on-going data monitoring by RP Counselor, TST team, and CCT team.</p>	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Decrease in suspensions monthly compared to last year. Outcomes measured in monthly meetings and on-going data monitoring by RP Counselor, TST team, and CCT team.</p> <p>Suspension will stay at or below .2% for the year at the end of the first semester</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>Decrease in suspensions monthly compared to last year. Outcomes measured in monthly meetings and on-going data monitoring by RP Counselor, TST team, and CCT team.</p> <p>Suspension will stay at or below .5% for the year at the end of the second semester.</p>

**Action 2 :**

**Chronic Absenteeism**

**Action Details:**

Kirk Elementary will institute a Multi-Tiered system of support to reduce the rate of chronic absenteeism. This will be accomplished by creating an inviting, fun, and rigorous learning environment that makes students want to be in school. We will also support families by connecting them to community resources to help with living situations, energy/power, transportation and other factors that lead to transient outcomes.

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

**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**

- Regular communication with families around all negative attendance supported by HSL, Office Assistant
- Schoolwide attendance challenges and campaigns including incentives for classrooms and students
- Materials and supplies to promote attendance, engagement and student participation.
- Spirit wear to encourage school positive spirit and school connectedness.
- Second Step lessons and Class meetings to promote social emotional wellness and school connectedness
- School wide use of restorative practices
- Parent meetings and school engagement opportunities such as Community Schools events, Family Literacy Nights, Parent engagement events
- Girl Power, Young Men of Character

**Tier 2**

- Daily mentoring and monitoring of students chronically late for school or high level of absence
- Student check-in/check out and incentives for students that are struggling with attendance
- Home visits by Home School Liaison
- RP counselor to support students with behavior, conflict management and social emotional supports
- Incentives for students making progress

- Intervention specialist to support students with poor attendance
- Resource counseling assistant to support students struggling with attendance

Tier 3

- School Psychologist support to address student mental health and behavioral needs
- Targeted Support Team (TST) and SST meetings
- Parent meetings following district attendance guidelines
- SARB process

[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.](#)

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

The chronic absenteeism rate for English Learner students in 2023-24 was 20%; drastically lower than the school-wide chronic absenteeism average and a decrease of 4.5% from the previous year. This student group is not in the red on the California Dashboard.

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

With Title I funds we plan to support EL students by providing materials and supplies for parent information and education meetings. Also babysitting for parents to attend meetings.

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

With 7090 or 7091 funds we plan to support EL students by providing materials, supplies, and incentives to promote attendance and growth.

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

- Spanish speaking HSL and para professional who speaks Hmong to support with parent and student communication and clarity
- Interpreters for ELAC & SSC meetings (Stress importance of regular school attendance),
- SST meeting when needed
- Identified staff to mentor students using a check-in/check-out or 2x10 model
- TST meetings to identify students who currently chronically absent and students who are in danger of being chronically absent (proactive)

## Student Groups

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

**African American (AA):**

With Title I funds we plan to support African-American students by providing materials and supplies for parent information and education meetings. Also babysitting for parents to attend meetings. Mentors from groups such as A4 and United Black Men.

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

**African American (AA):**

With 7090 or 7091 funds we plan to support AA students by providing materials, supplies, and incentives to promote attendance and growth

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

**African American (AA):**

The chronic absenteeism rate for African-American students in 2023-24 was 39.4% this is an increase of 1.7% from the previous year. This student group had a higher chronic absenteeism rate than the school-wide percentage and is red on the California Dashboard.

We will support these students academically with PL for teachers around culturally responsive teaching practices. Direct student supports will include mentors from A4 and United Black Men as well as tutoring in classrooms and in intervention settings.

## 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 montly compared to the previous year. This will be monitored with the use of district reports and PowerBi. Outcomes will be monitored by HSL, admin and intervention specialist.

**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 montly compared to the previous year. This will be monitored with the use of district reports and PowerBi. Outcomes will be monitored by HSL, admin and intervention specialist.

At the end of the first semester chronically absent students will be decreased by a minimum of 2% from the previous year, approximately 15% of all students.

**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 montly compared to the previous year. This will be monitored with the use of district reports and PowerBi. Outcomes will be monitored by HSL, admin and intervention specialist.

At the end of the second semester chronically absent students will be decreased by a minimum of 3% from the previous year, approximately 25% of all students.

## 2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0270 Kirk Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Oth Cls-Supp			Provide extra support to students, etc. (G1,A1); (G1,A2); (G3, A1); (G3, A2); (G5, A1)	6,000.00
G3A2	Sup & Conc	Instruction	Mat & Supp			Incentives, parent meetings, instructional materials, manipulatives, extra-curricular supplies; signage (G1,A1); (G1,A2); (G3, A1); (G3, A2); (G5, A1)	23,662.00

**\$29,662.00**

**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	✓	98 %	87.7 %	2024-2025	90 %

**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 was a small decline of favorable response on the staff survey on the organizational culture domain. With a large paraprofessional and classified staff, there is a consistent need for hiring and training new staff and often turn over in these classified positions.

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

Having paraprofessional vacancies in our RSP and Extensive Needs Support Autism classes contributed to disproportionality in students in this group. Also, teachers express concern about managing paraprofessional openings and in general in managing paraprofessional staff.

More opportunities need to be created to recognize staff for their good work

A higher percentage of teachers need to participate in the decision making groups such as ILT and CCT.

**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.

Climate and Culture team will emphasize the role of the staff liaison to connect with staff and the site Sunshine Committee and administrators to plan staff recognition timelines, categories, activities, and incentives.

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

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

**Section B: Investigation**

**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: Recruiting and Retention of Staff

Partially Implemented

The action was partially implemented with intentional planned professional learning opportunities for both certificated and classified staff. While these were implemented, the consistency for classified staff did not meet fully our planned outcomes. Recognition of staff was more intentional but still needs to be more consistent throughout the year. Staff was more involved in the decision making process, however we still lack a wider range of voices in the many processes of shared decision making.

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: Recruiting and Retention of Staff

Partially Effective

Based on the panorama survey from Spring 2025, more staff feel they are being recognized for their work up 3% from Fall 2024. Staff that feels they are part of the decision making process increased 6% from Fall 2024. Staff feeling that they are prepared to meet the needs of their students rose 1% to 89% overall from the Fall to the Spring 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.

For the 2025-26 school year, the Climate and Culture team will emphasize the role of the staff liaison to connect with staff and the site Sunshine Club and administrators to plan staff recognition timelines, categories, activities, and incentives that are consistent throughout the school year. Administrator and Academic Support team (Prin, VP, TSA AcademicCoach) will follow through with implementing whole staff professional learning at the beginning of the year to build school-wide connectedness of certificated and classified staff as well as to build capacity around the school mission and vision, beliefs, and procedures. Climate and Culture team will collect staff data and develop PL focused on proactive de-escalation strategies, staff beliefs, and response to misbehavior.

**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:

- Fun with academics
- Training of certificated and classified staff based on the

ELAC:

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

Staff:

-TK: Continue Waterford, Heggerty Phonics/Phonemic Awareness, Handwriting Without Tears (HWT)

Climate/Culture student survey Newteacher meetings at start of year and throughout Staffing to support inclusion opportunities

- Continue music, dance, and enrichments trips
- Incentives for monthly attendance, academics (iReady, etc.)
- New teacher mentors (on campus)
- Continue parent engagement hours and cultural assemblies
- Math RTI support and/or designated time at all grade levels
- More kid friendly assemblies
- Consistent admin Org chart
- Clubs for TK-4th
- Continue literacy RTI groups that with Cullinan Tutors (Orton-Gillingham routines)
- Continue using Swun Math materials as a supplement to Go- Math
- Continue Qtrly. planning
- Continue EL after school tutoring groups

## Action 1 :

### Recruiting and Retention of Staff

#### Action Details:

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

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

- Consistently planning and implementing recognition opportunities for all staff for work.
- Continued use of teaming structure such as ILT and CCT to increase the opportunities for staff to be involved in the decision-making process.
- Use of regular surveys to elicit staff voice and feedback around decisions that lead to higher student achievement.
- Curriculum, outside vendors, materials and supplies for professional learning including but not limited to vendor support, coaching support, substitutes, posters, graphics dept. orders, markers, highlighters, post-its, snacks and water, materials and supplies for goal-setting and incentives for meeting goals. Technology hardware to support instruction including but not limited to site licenses, document cameras, video projectors, projector bulbs, printers/ink cartridges, tech repairs, and other student laptops instructional materials and supplies stem materials. Supplemental contracts for additional supervision or assistance with positive incentive activities. Supplies for positive incentive activities. Signage for school buildings, hallways, cafeteria, parent handbook budget allocations for structural needs such as painting numbers on the blacktop for line standards and lines designated walking lanes.
- Professional learning conferences
- Supplemental contracts for subs for quarterly teacher planning days
- PL opportunities for GE and SPED paraprofessionals centered around supporting students academically, de-escalation strategies
- Teachers will have access to supplies and supplemental materials that allow students to engage in student centered and real world learning. Teachers will accompany students to district wide and school field trips designed to provide real world learning for students.
- PL around community and family engagement strategies, leveraging the power of ATLAS Glimpse reports and PowerBI for Teachers, ParentSquare

- On-going collaboration with FUSD HR department
- Provide Professional Development to newly hired staff in order to build teacher capacity Provide Professional Development to newly hired staff and current staff with instructional strategies, utilizing data to drive instruction and depth of knowledge with Common Core Standards Provide opportunities for team building with new and entire staff to create a strong sense of connection between staff and community
- On-going collaboration with Manager(s) in Teacher Residency Program (TRP) to recruit candidates and provide veteran teachers the opportunity to serve as master teachers in order to grow their skills

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.

- As a site we will ensure we provide professional learning for all teachers and classified staff as needed and available to support EL students. EL Services will support in our further implementation of high quality designated ELD instruction.
- Provide Professional Development to newly hired staff in order to build teacher capacity to provide on-going Professional Learning on Cultural Proficiency, Growth Mindset, Social Emotional Learning and technology for newly hired and veteran staff members.
- Provide opportunities to network with other FUSD schools and Edison Regional team for development and alignment of best practices, common formative assessments and lesson instruction

## Student Groups

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

**English Learner (EL):**

- As a site we will ensure we provide professional learning for all teachers and classified staff as needed and available to support EL students. EL Services will support in our further implementation of high quality designated ELD instruction.

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

**English Learner (EL):**

- As a site we will ensure we provide professional learning for all teachers and classified staff as needed and available to support EL students. EL Services will support in our further implementation of high quality designated ELD instruction.

**African American (AA)**

- Provide Professional Development to newly hired staff in order to build teacher capacity to provide on-going Professional Learning on Cultural Proficiency, Growth Mindset, Social Emotional Learning and technology for for newly hired and veteran staff members.
- Provide opportunities to network with other FUSD schools and Edison Regional team for development and alignment of best practices, common formative assessments and lesson instruction that support the needs of African-American students.

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

**English Learner (EL):**

**African American (AA):**

- Professional learning opportunities for paraprofessionals and tutors supporting Tier 2 and 3 students focused on Teaching Reading Foundational Skills (Cullinan tutors, Lit 6 PL), use of technology supports such as iReady, RAZ Kids, and Next Gen Math

## 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.

On-going monitoring of staff input through surveys and teams such as ILT and CCT. Panorama survey will be given twice a year, but also there will be site created short surveys and staff voice opportunities.

Outomes will be monitored byPrincipal, VP, ILT, CCT.

### 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.

Increased number of staff will have favorable responses on the Panorama survey in the organizational environment domain by a minimum of 2% on the Fall 2024 survey in comparison with the Fall 2025 survey.

Outcomes will be monitored byPrincipal, VP, ILT, CCT.

### 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.

Increased number of staff will have favorable responses on the Panorama survey in the "Organziational Environment" domain by a minimum of 3% on the Spring 2026 survey in comparison with the Spring 2025 survey.

Outomes will be monitored byPrincipal, VP, ILT, CCT.

## 2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0270 Kirk Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Bks & Ref			Professional Learning and classroom libraries	1,000.00
G4A1	Sup & Conc	Instruction	Travel			Conferences for teachers, staff, admin-registration, transportation, food, lodging; Solution Tree, Corwin, Safe and Civil Schools, RCA (G1,A1); (G1,A2); (G4, A1); (G3, A1); (G3,A1)	11,000.00

**\$12,000.00**

**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	✓	95 %	90.4 %	2024-2025	95 %

**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.

The level of parent engagement in school activities, meetings, and support for student learning remains low and there are limited parent engagement opportunities.

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

- Despite multiple communication channels being used (flyers, electronic messages and voice messages through ParentSquare, monthly parent calendars, and parent newsletter), parents are expressing concerns that they do not feel adequately informed about school activities, their child's progress and lack opportunities for parent involvement.
- Parents may receive information from multiple schools and our district, leading to key messages being overlooked or missed (some messages are blocked)
- Limited opportunities for parents to engage with teachers or staff members may cause parents to feel disconnected from the school community
- Some parents may have difficulty accessing digital communication due to technology issues (lack of internet access or familiarity with digital platforms)

**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.

- Process for parent input and feedback regarding communication, resources, learning, etc.
- Regularly update parents on upcoming events, volunteer opportunities, and ways they can help in the classroom or at home.
- Through Community Schools work, develop partnerships with organizations to:

- provide English classes for parents
- Family literacy, math, and science nights to support parents with academic strategies to help their child at home
- Virtual/In-person skills classes for parents (ex computer classes, financial literacy, school governance etc.)

-Provide opportunities for parents to visit classes as well as volunteer to build a strong home-school connection

-Continue to provide weekly student progress communication to parents (paper, call, and/or electronic)

-Schedule events at various times (morning, afternoon, evening) to ensure all parents have an opportunity to participate.

-Provide virtual options for parent-teacher conferences or meetings for parents who cannot attend in person.

-Incentives for parents who attend school activities, meetings, and/or volunteer

-Celebrate parents' involvement and contributions to the school community to make them feel valued.

Ensure that communication and opportunities for involvement are accessible to all families, especially those from diverse cultural or linguistic backgrounds.

- Provide translation and interpretation services for all written and verbal communications to ensure that non-English-speaking families are included.
- Be mindful of cultural differences in the way parents engage with schools and create spaces for those conversations.
- Involve community leaders to bridge cultural gaps and build trust among diverse families.

## 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: Parent Engagement

Partially Implemented

This action was partially implemented. Although quarterly parent education opportunities such as literacy and math nights were planned, only one was held. We partnered with our department of Analysis, Measurement, and Accountability (AMA) to develop quarterly data pulls (displayed in infographic format) but quarterly meetings to share quarterly student achievement, attendance, and social-emotional data was only held during the second quarter during a School Site Council (SSC) meeting.

We are in the beginning stages of implementing the Community Schools framework but have a process for parents to request resources that are then provided to our families.

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: Parent Engagement

Partially Effective

Fall Climate and Culture Family survey:

- Academic and Social Emotional Learning: 93%
- Family Engagement: 90%
- Organizational Environment: 91%
- School Environment: 90%
- Student Engagement: 92%

- Student Wellness: 91%
- Student Centered and Real-World Experiences: 91%

The following areas showed a noticeable difference from the 23-24 spring survey:

- Student Centered and Real-World Experiences increased by 7 points
- Academic and Social Emotional Learning decreased by 1 point
- Family Engagement, Organizational Environment, and School Environment decreased 2 points

The level of effectiveness for this action is partially effective. Although we saw a significant increase in Student Centered and Real-World Experiences, Family Engagement saw a decrease.

**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 utilize Home School Liaison and Community Schools Coordinator to support in parent outreach and parent involvement opportunities
- Ensure that staff members are trained in building positive relationships with families, focusing on listening to their concerns and creating a welcoming atmosphere.
- Survey parents to determine the best times for meetings or activities and adjust the school's schedule to accommodate as many parents as possible.
- Share success stories or data that demonstrate the positive impact of parent involvement on student achievement.
- Ensure that the planned quarterly parent education opportunities (e.g., literacy and math nights, workshops) are consistently held throughout the year.
- Expand the scope of parent education to include a broader range of topics beyond just literacy and math, such as social-emotional learning, college and career readiness, and digital literacy. This would make these events more relevant to parents with varying interests and needs.
- Offer multiple time options for each event (e.g., evening and daytime) to accommodate parents with different schedules, and consider virtual options for broader accessibility.

**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:**

- Family fun night: Once month
- Family arts and crafts
- Family Literacy and Math nights

Ideas to increase parent involvement:

**ELAC:**

- Tutoring
- English classes
- counseling for students and families
- More help to pass the ELPAC

**Staff:**

- Continue music, dance, and enrichments trips
- Incentives for monthly attendance, academics (iReady, etc.)
- Continue parent engagement hours and cultural assemblies
- More kid friendly assemblies

- Incentive tickets for students when parents attend meetings
- Food and raffles for parents
- Science labs and experiments
- Fun with academics

Career Day

Include SPED parents in Autism Awareness month activities

-Clubs for TK-4th

-Continue literacy RTI groups that with Cullinan Tutors

## Action 1 :

### Parent Engagement

#### Action Details:

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

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

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

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 focused groups during RTI with Certificated Tutors (CTs)
- Afterschool program with Inter-Act Fellows focused on Long-Term EL students and Newcomers
- Provide professional learning opportunities for teachers to learn and refine ELD strategies and Reclassification criteria
- Increase parent participation in ELAC meetings
- Migrant Family Supports
- HSL support to increase parent understanding and connectedness

## Student Groups

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

**Materials and supplies for Parent Engagement Hours and parent education meetings based on the needs of each student group below.**

**Students with Disabilities (SWD):**

**English Learner (EL):**

**African American (AA):**

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

**Use funds for supplies and incentives to promote parent engagement, English classes for parents, and student growth awards and recognition for students.**

**African American (AA):**

**English Learner (EL):**

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

**Ensure regular communication with all families (monthly calendar, weekly ParentSquare posts and calls, classroom teacher communication, etc.)**

**For groups above, we will utilize our Home School Liaison, Community Schools coordinator, and school psychologists to build partnerships and resources to support parents in being able to help their students academically at home.**

**Students with Disabilities (SWD):**

- Parent engagement classes regarding how to continue speech practice at home, routines and behavioral support, academic practice at home
- Support from the IEP team
- Regular communication regarding each child's progress

**African American (AA):**

- Engage with our African-American Academic Acceleration department for parent engagement opportunities
- Students participate in the A4 Afterschool Literacy program and A4 Literacy Summer Program

**English Learner (EL):**

- Quarterly ELAC meetings to keep parents informed of academic resources and information regarding the ELPAC assessment
- Acknowledgement activities for students who are Reclassified
- After school tutoring with a Teaching Fellow targeting long-term EL 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.

We will see an increase in parents attending parent engagement hour and school activities.

**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.

-HSL and Community Schools Coordinator will monitor sign in sheets at meetings

-Office manager will keep track of the number of parent volunteers to monitor increase volunteer forms and approved fingerprints

**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.

-student achievement and parent-teacher communication will increase

-community partnerships and relationships will increase

# 2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0270 Kirk Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Childcare, SSC, parent meetings (G5, A1)	685.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			SSC, parent meeting, information and instructional materials, etc. **No food or incentives**	843.00
G5A1	Sup & Conc	Other Pupil Services	Oth Cls-Extr			NTA extra time	2,995.00
G5A1	LCFF: EL	Parent Participation	Othr Crt-Sup			Interpreter/Translator-certificated-Parent meetings interpreting, translating documents (Spanish) (G5, A1)	1,001.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Interpreter/Translators-classified -Parent mtgs., parent-teacher conferences (Spanish/Hmong) (G5, A1)	3,260.00

**\$8,784.00**

# 2025-2026 Budget for SPSA/School Site Council

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

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			PLC and vertical articulation walks, PLC Planning (1x/qtr.), SSTs, Professional Learning, release to see on-site or off-site peers, etc. (G1, A1); (G1,A2); (G3, A1), (G3, A2), (G4, A1) **No IEPs**	15,001.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Swun Math supplemental materials	15,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Build classroom laptop loaner inventory; headphones, etc. (G1,A1); (G1,A2)	7,438.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: IXL, Reflex/Frax, NextGen Math, Generation Genius, etc. (G1, A1); (G1A2)	15,000.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Instructional materials, educational resources, classroom libraries (G1,A1); (G1,A2) **No food or incentives**	6,187.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2500	G1A3	31,431.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2500	G1A3	27,399.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Summer PLC planning (7 hrs. each teacher), PLC planning; Pride team planning, supplemental contracts, etc. (G1, A1); (G1,A2); (G1, A3); (G3A1); (G3, A2)	19,616.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Clubs, multi-cultural and holiday programs, literacy/math/science nights, etc., mentor teachers or differentiated PL w/ teachers as leads	19,616.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Color copier and extra black and white copier leases	6,000.00
G1A2	Sup & Conc	Instruction	Direct-Graph			ELA resources, math resources, learning posters, certificates, etc. (G1,A1); (G1,A2); (G3, A1); (G3, A2); (G5, A1)	2,000.00
G1A2	Sup & Conc	Instructional Supervision & Admi	Crt Supr-Sub			Admin subs (G1,A1); (G1,A2); (G3, A1); (G3, A2); (G5, A1)	3,000.00
G1A2	Sup & Conc	School Administration	Cl&Tech-Sup			Office Manager-Supplemental Contract	2,001.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1875	G1A3	23,573.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1875	G1A3	20,550.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			3 Certificated ELPAC assessors @ 42 hours each (G1,A2); (G1, A3)	8,000.00
G1A3	LCFF: EL	Instruction	Bks & Ref			Instructional software/materials	7,170.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Instructional materials, Reclassification incentives and supplies	10,828.00
G3A1	Sup & Conc	Instruction	Oth Cls-Supp			Provide extra support to students, etc. (G1,A1); (G1,A2); (G3, A1); (G3, A2); (G5, A1)	6,000.00
G3A2	Sup & Conc	Instruction	Mat & Supp			Incentives, parent meetings, instructional materials, manipulatives, extra-curricular supplies; signage (G1,A1); (G1,A2); (G3, A1); (G3, A2); (G5, A1)	23,662.00
G4A1	Sup & Conc	Instruction	Bks & Ref			Professional Learning and classroom libraries	1,000.00

G4A1	Sup & Conc	Instruction	Travel	Conferences for teachers, staff, admin-registration, transportation, food, lodging; Solution Tree, Corwin, Safe and Civil Schools, RCA (G1,A1); (G1,A2); (G4, A1); (G3, A1); (G3,A1)	11,000.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup	Childcare, SSC, parent meetings (G5, A1)	685.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp	SSC, parent meeting, information and instructional materials, etc. **No food or incentives**	843.00
G5A1	Sup & Conc	Other Pupil Services	Oth Cls-Extr	NTA extra time	2,995.00
G5A1	LCFF: EL	Parent Participation	Othr Crt-Sup	Interpreter/Translator-certificated-Parent meetings interpreting, translating documents (Spanish) (G5, A1)	1,001.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup	Interpreter/Translators-classified -Parent mtgs., parent-teacher conferences (Spanish/Hmong) (G5, A1)	3,260.00
					<b>\$290,256.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$52,716.00
Sup & Conc	7090	\$163,158.00
LCFF: EL	7091	\$74,382.00
<b>Grand Total</b>		<b>\$290,256.00</b>

Goal Totals	Budget Totals	
G1 - Improve academic performance at challenging levels	\$239,810.00	
G3 - Increase student engagement in their school and community	\$29,662.00	
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$12,000.00	
G5 - Increase inclusive opportunities for families to engage in their students' education	\$8,784.00	
<b>Grand Total</b>		<b>\$290,256.00</b>