

Kratt Elementary

10621666006332

Principal's Name: John Kaup

Principal's Signature:

A handwritten signature in black ink, appearing to be 'JK' with a stylized flourish.

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

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District Goals		
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 and Guardrails 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.		
Academic Achievement	DISTRICT GOALS: Early Literacy Literacy Intervention College & Career Readiness Life Skills	DISTRICT GUARDAILS: Community Engagement Equitable Access Effective Staff Health & Wellness
The Whole Child (Engagement/SEL)		
Operational Excellence		

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

Consolidated Program Assurances

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.

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.

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.

The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.

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.

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.

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.

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.

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.

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – John Kaup	X				
2. Chairperson - Kae Hardie		X			
3. Kim Wilson		X			
4. Lisa Binn		X			
5. Meagan Esqueda Bonilla				X	
6. Becky Adams Anderson				X	
7. Gerry Lucas				X	
8. Michelle Pacheco				X	
9. Rebekah Wukits				X	
10. Sheila Martinez			X		
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.☐ ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name: Kratt Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	John Kaup		4/13/26
SSC Chairperson	Kae Hardie		4/13/26

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

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

FY 2026/27

Kratt - 0285

ON-SITE ALLOCATION

3010	Title I	\$69,828 *
7090	LCFF Supplemental & Concentration	\$195,456
7091	LCFF for English Learners	\$22,080

TOTAL 2026/27 ON-SITE ALLOCATION

\$287,364

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$2,024
Program Budget	\$67,804
Total Title I Allocation	\$69,828

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

January 30, 2026

Kratt Elementary 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review					
School Level Dashboard					
Goal	Selected Metrics	Current Target	Actual	As Of	Target
Goal 1	ELPAC - percentage of students who scored 4		14.3 %	2024-2025	15.4 % 
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		60.5 %	2024-2025	61.6 % 
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		55.6 %	2025-2026	56.7 % 
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		50.3 %	2025-2026	51.4 % 
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		61.8 %	2025-2026	62.9 % 
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		63.5 %	2025-2026	64.6 % 
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		41 %	2025-2026	42.1 % 
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		55.6 %	2025-2026	56.7 % 
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		50 %	2025-2026	51.1 % 
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		60 %	2025-2026	61.1 % 
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		63 %	2025-2026	64.1 % 
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		25.4 %	2025-2026	26.5 % 
Goal 1	SBAC ELA - Average distance from standard (ALL)	-21.5 pts	-38.4 pts	2024-2025	-23.4 pts 
Goal 1	SBAC ELA - Average distance from standard (Students w/ Disabilities)	-105.2 pts	-125.5 pts	2024-2025	-110.5 pts 
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		35.1 %	2024-2025	40.1 % 
Goal 1	SBAC Math - Average distance from standard (ALL)	-25.3 pts	-39.8 pts	2024-2025	-24.8 pts 
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		32.9 %	2024-2025	37.9 % 

Goal 2	Chronic Absenteeism - (African American)	39.4 %	43.2 %	2024-2025	42.6 %	↓
Goal 2	Chronic Absenteeism (ALL) Semester 1	28 %	18.2 %	2025-2026	17.6 %	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	93.2 %	97 %	2025-2026	98.1 %	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	91.9 %	89 %	2025-2026	90.1 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		86 %	2025-2026	88 %	↑
Goal 2	Suspension Rate - (Students w/ Disabilities)		6.8 %	2024-2025	6.47 %	↓
Goal 2	Suspension Rate - (Two or More Races)	6.97 %	8.3 %	2024-2025	7.97 %	↓
Goal 2	Suspension Rate (ALL) Semester 1	4.47 %	1.3 %	2025-2026	0.97 %	↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

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

There are a large percentage of students in grades K-6 at Kratt that are not reading on grade level. According to I-ready, 50% of the students in grade K-6 are reading on grade level as of June 2025. Specifically, SWD and LTELs perform below grade level In ELA.

There are a large percentage of students in grade K-6 at Kratt that are not on grade level for math. According to I-ready, 45% of the students in grades K-6 are performing math on grade level as of June 2025. Specifically, SWD perform below grade level in Math.

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

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

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

Staff participation in feedback cycles like climate and culture survey increased slightly from 2024 to 2025. However, participation remains only around 50%

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

1. Student attendance while improving at Kratt remains slightly below the 95% district target, as of February 2026 Kratt ADA is at 93.8%. As of February 2026 18.2%, of students are either chronic or severely chronic in absence from school. The school has targeted different student groups for intervention. However, our SWD remain the lowest in attendance with 27.5% of students either chronic or severely chronic in absence from school.

- 2. Students with Disabilities (-125.5 DFS) and English Learners (-82.9 DFS) perform significantly lower in ELA than grade level.
- 3. Student proficiency levels on SBAC (-39.8 DFS) and I-Ready Math are lower than ELA proficiency levels.
- 4. PLCs at the school are in year three of implementing student data in decision making. Year one was focused on instructional/ assessment calendar. Year 2 the focus shifted to student data decision making. Year 3 the emphasis has been on shifting instructional practices in response to student data. Continued practice and learning are needed for sustained academic growth at every grade level across the school.
- 5. Student behavior while trending in the right direction remains a contributing factor to student achievement. Many students are in need of SEL. Kratt had 10 out of school suspension incidents as of February 2026 compared to 29 at same point in the year last year. 90% of suspensions are on male students and 18% on AA students. Missing school has a direct impact on learning.

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- 2. Student behavior while trending in the right direction remains a contributing factor to student achievement. Many students are in need of SEL. Kratt had 10 out of school suspension incidents as of February 2026 compared to 29 at same point in the year last year. 90% of suspensions are on male students and 18% on AA students. Missing school has a direct impact on learning.
- 3. School wide tier 1 structures for expectations were re-evaluated, adjusted and implemented one at a time over the last 3 years. These structures need to be in constant cycles of continuous improvement to be fully effective as a proactive tier 1 structure.

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

- 1. Limited professional development meeting time.
- 2. Contract with teachers now aligns with Professional Development focus of the school site from 2023-2025
- 3. Site funds continue to be prioritized for direct services to students based off previous feedback.

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

- 1. Continued emphasis on tier 1 attendance practices with continued tier 2 interventions for lowest attending student populations. This year tier 2 emphasis was on Students with Disabilities (Up 7%) and African American Students (Up 2%). Emphasis on activities that build sense of belonging at school and campus culture.
- 2. More effective tier 2 and 3 interventions in foundational reading skills, comprehension and vocabulary with targeted progress Daily 30-minute intervention block with staff to support student needs.
- 3. Improved tier 1 instruction in math with targeted intervention time in grades 1-6 for tier 2 focused on Algebra and Algebraic thinking.
- 4. Resources for planning and collaboration to continue alignment of standards, curriculum, instruction, assessments, and tier 2 academic
- 5. Continued emphasis on tier 1 common area practices and B. A.R.K Guidelines messaging. Staff to support the growing SEL needs of our students.

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

1. Continued emphasis on tier 1 attendance practices with continued tier 2 interventions for lowest attending student populations. This year tier 2 emphasis was on Students with Disabilities (up 7%) and African American (Up 2%) Emphasis on activities that build sense of belonging at school and campus culture. Dedicated support staff and curriculum that help teach positive attendance habits.
2. Continued emphasis on tier 1 common area practices and B.A.R.K Guidelines messaging. Staff to support the growing SEL needs of our students.
3. Staff dedicated to helping implement tier 1 structures and support students needing tier 2 interventions. Continued focus of the school climate and culture team on structures and routines with lessons and visuals to support a positive school climate.

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

1. Continue to provide opportunities for all shareholders to voice input through teams, surveys and feedback
2. Continue to align school instructional focus to research based best practices like PLC+ as our school site intends to be fully implemented in 2026-2027
3. Continue to provide weekly electronic communication to staff so limited meeting time is focused on student data and PLC collaboration.

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

Student Achievement in Literacy

Fully Implemented

Actions were fully implemented to meet the desired student outcomes.

Student Achievement in Mathematics

Fully Implemented

Actions were fully implemented to meet the desired student outcomes.

Prepare Productive Members of the Community

Fully Implemented

Actions were fully implemented to meet the desired student outcomes.

Student Engagement Opportunities

Fully Implemented

Actions were fully implemented to meet the desired student outcomes.

Supports for Social-Emotional Learning

Fully Implemented

Actions were fully implemented to meet the desired student outcomes.

Decrease Chronic Absenteeism

Fully Implemented

Actions were fully implemented to meet the desired student outcomes.

Professional Learning for Staff

Fully Implemented

Actions were fully implemented to meet the desired student outcomes.

Create a Positive School Environment for Staff

Fully Implemented

Actions were fully implemented to meet the desired student outcomes.

Family Engagement Opportunities

Fully Implemented

Actions were fully implemented to meet the desired student outcomes.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Student Achievement in Literacy

Effective

Increase the number of K-6 students proficient in literacy (42% at I-ready Diagnostic 2 in 2025-2026) and close achievement gaps through effective tier one instruction that is aligned to the CCSS and a strong system of tiered interventions.

Student Achievement in Mathematics

Partially Effective

Increase the number of K-6 students proficient in math (25% at I-ready Diagnostic 2 in 2025 -2026) and close achievement gaps through effective tier one instruction that is aligned to the CCSS and a strong system of tiered interventions.

Prepare Productive Members of the Community

Effective

Kratt for the third year in a row has seen positive increases in students having good attendance (1% reduction in chronic absenteeism this year). For the 3rd year in a row the school is seeing a reduction in students that are being suspended out of school for misbehaviors (11 out of school suspension incidents this year compared to 35 at same point last year). Funding staff to help focus on student awards, opportunities, and family engagement has alleviated stress on teaching and classified staff. In addition to misbehavior and attendance data the emphasis on tier 1 structures has led to a 16 point positive change on students feeling safe at school according to the Climate and Culture survey.

Student Engagement Opportunities

Effective

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

Supports for Social-Emotional Learning

Effective

While the overall school continues to see improved attendance rates and decreased suspension rates. Kratt remains too high in chronic absenteeism and suspensions especially among African American Students (18% suspension rate). Home School Liaison has worked in coordination with TST and attendance team for the majority of the year. TST is working to align resources to our highest need student groups.

Decrease Chronic Absenteeism

Effective

In the 2024-2025 school year Kratt introduced a Tier 1 attendance contest for grades TK - 3 and provided targeted interventions to SWD and AA students in grades 4-6. School wide attendance is up 2% as of same point last year. Chronic Absenteeism among AA students has decreased by again this year. Chronic absenteeism among SWD improved by about 7% from the previous year.

Professional Learning for Staff

Effective

Kratt has focused all professional learning on PLC+ framework for three years. Every PLC meeting and staff meeting is focused on student data and the strength of our PLC teams. This year we introduced a second Power Practice of utilizing the Gradual Release of Instruction after utilizing Learning Targets and Success Criteria last year to focus coaching and feedback. Kratt remains a school that is showing academic growth and "On track" for all FUSD Goals and Interim Goals.

Create a Positive School Environment for Staff

Effective

Over 85% of staff responded positively to feeling valued as a staff member of the school. Everything that Kratt does is tied to the mission and vision of the school. Staff is committed to growing as professional educators and responding favorably to the environment they are asked to do it in.

Family Engagement Opportunities

Partially Effective

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

Section 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.

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

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

No major changes are going to be made in the area of attendance and SEL supports. We will be keeping our RCA, Hand in Hand Mentor and expanding the work of our TST team. 2025-2026 is the second school year with structures and staff fully in place. Kratt will continue to see positive gains with continued implementation and focus on targeted student groups.

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

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

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

SSC:	ELAC:	Staff:
		Strengthen the developmentally appropriate SEL curriculum by

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

Keep RCA and Hand in Hand.

Continue to reward positive attendance

No changes to be made.

EL families recommended no changes.

Continue to fund CT that specifically works with EL students.

Keep current actions.

Strengthen the developmentally appropriate SEL curriculum by integrating life skills into core subjects and real-world applications, ensuring flexibility and hands-on approaches for effective implementation.

Enhance student exposure to career pathways by organizing events with guest speakers and community members to build early awareness and strengthen motivation.

Maintain funding for classroom support staff to maximize instructional time and provide individualized student support.

Invest in expanding the Orton-Gillingham program to ensure all students with significant literacy needs receive consistent, targeted instruction.

Consolidate literacy initiatives to focus on the most impactful and aligned practices for consistent, high-quality instruction.



Action

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Student Achievement in Literacy

Action Details

Early Literacy

Kratt students will be engaged in a rigorous and comprehensive language arts program aligned with the Common Core State Standards. Instructional practices will align with the FUSD Instructional Practice Guide for Literacy. Emphasis will be on reading support and intervention in literacy.

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

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

Goal: By June 2027 Kratt Elementary will decrease the distance from meeting standards in ELA from -38.4 to -23.4 as measured by the Smarter Balanced Summative Assessment (SBAC).

Direct Instructional Services

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

• Tier 1

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

Tier 2:

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

Tier 3:

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

English Learner Students

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

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

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

Student Groups

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

Long Term English Learner (LTEL):

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

Teaching Fellows for academic instructional support.

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

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

Students with Disabilities (SWD):

Substitutes for data chats, release teacher time for planning.

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

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

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

African American (AA):

Teaching Fellows for academic instructional support.

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

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

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

Long Term English Learner (LTEL):

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

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

RCA for SEL support.

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

Students with Disabilities (SWD):

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

RCA for SEL support.

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

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

African American (AA):

Teaching Fellows for academic instructional support.

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

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

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

Long Term English Learner (LTEL):

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

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

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

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

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

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

Students with Disabilities (SWD):

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

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

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

SPED teachers will join district led WonderWorks PLCs to support students.

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

African Americans (AA):

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

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

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

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

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

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Kratt will provide a variety of opportunities throughout the year for families to engage in their child's education such as:

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

Professional Learning

Describe Professional Learning related to this action.

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

- ELA FUSD instructional coaches and site coach PL to TK-3 teachers and Certificated Tutors on early literacy skills.
- Grade 3-6 teachers will have PL on using SBAC claims and targets to align instructional tasks with the rigor of grade level standards.
- Classified staff will have meetings to focus on best strategies to support student academic achievement
- Data chats to focus on student achievement with PLCs will be conducted quarterly using Kratt Data Protocol.
- Professional learning will be provided to the Teaching Fellows who work with grades 1-3 in early literacy skills and strategies by Academic Coach.
- Funds provided for professional learning materials/supplies to support student academic achievement.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning)
Expect to see

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

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

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

Outcomes measured by walkthrough data focused on IPG 2, 3 and 5 and Site PL focus areas. 70% of classroom observations will show implementation of IPG 2, 3, and 5 in the short term.

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

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

Shape these behaviors...

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

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

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

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

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

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

SBAC Results: Decrease the distance from meeting standards in ELA from -38.4 to -23.4.

Outcomes measured by growth from distance from standard.

Outcomes monitored by Administration, Academic Coach, and teachers.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Student Achievement in Mathematics

Action Details

College & Career Readiness

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

Goal:
By June 2027 Kratt Elementary will decrease the distance from meeting standards in Mathematics from -39.8 to -24.8 as measured by the Smarter Balanced Summative Assessment (SBAC).

Direct Instructional Services

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

• Tier 1

- High-quality first instruction of Math standards utilizing GoMath resources and materials ensuring the 4 Tights of Classroom Foundations: Objective, Aligned Instruction, Assessment (Checking for Understanding), and Closure focused on Algebra and Algebraic thinking.
- PLC created Common Formative Assessments & Data Analysis (Tier 1)
- Supplemental Contracts and substitutes to support teacher planning, professional learning, and ILT.
- Materials/supplies to support student achievement, professional learning of teachers, and parent engagement.
- On-line Instructional Programs such as but not limited to Reflex and Frax.
- Funds to provide incentives and awards for students' academic progress and achievements.
- Technology to support instruction of students (i.e., tablets, headphones, projectors)
- Instructional Practices walks weekly to collect data on use of effective practices and to provide feedback.

Tier 2

- Dedicated time in the instructional day for Tier 2 and 3 differentiated instruction provided by classroom teachers utilizing small group instruction focused on Algebra and Algebraic thinking.
- This will also include Push-in by PLC partner to provide targeted intervention time in grades 1-6 for tier 2 focused on Algebra and Algebraic thinking due to PE FTE providing Physical Education instruction. Special emphasis in small groups will be placed on our statistically significant groups showing disproportionality. For math, that is our AA and SWD.
- Substitutes for data chats, release teacher time for planning, SSTs, IEPs, professional learning, peer observations, and testing support.

Tier 3

- Determine, prioritize, implement, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if Special Education is needed and justifiable
- 30 minute Daily Blended Learning Block of Tier 3 instruction-differentiated, personalized small instruction utilizing the i-Ready system for all students provided by classroom teachers utilizing small group instruction.
- 1 Certificated tutors to provide EL interventions for EL and LTEL students during the RTI block (Tier 3).
- Monthly SST/IEP meetings.

English Learner Students

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

- CT to perform intervention and support for EL, RFEP and LTEL students.
- Teaching Fellows for Academic Instructional support.
- Teachers will provide integrated ELD throughout the day in every lesson/content area.
- CT, VP, and Academic Coach will meet regularly throughout the year to monitor how students are progressing and monitor program effectiveness by assessing student math proficiency using quarterly math assessments.
- Access to technology will be provided in order to enhance math language acquisition, vocabulary, fluency, and conceptual knowledge.
- Materials and supplies will be purchased that support access to CORE curriculum.
- Teacher PL on the use of ELD strategies (i.e., academic discourse and visual supports)
- PLC assessment calendars will plan to address all students towards mastery of standard utilizing small group instruction available due to Math Push in time.
- *Hand in Hand Mentor to support with student SEL, academic, and attendance monitoring.*
- *Positivity Project to support student overall SEL and connectedness to school.*

Student Groups

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

Students with Disabilities (SWD):

Substitutes for data chats, release teacher time for planning,
IEPs, professional learning, peer observations, and testing support.
Hand in Hand Mentor to support with student academic and attendance monitoring.
Positivity Project to support student overall SEL and connectedness to school.

African American (AA):

Teaching Fellows for academic instructional support.
Hand in Hand Mentor to support with student academic and attendance monitoring.
Positivity Project to support student overall SEL and connectedness to school.

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

Students with Disabilities (SWD):

TSA for small group instruction and incentives
Resource Counseling Assistant to support SEL
Teaching Fellows to provide in class support
Substitutes for data chats, release teacher time for planning, IEPs, professional learning, peer observations, and testing support.

African American (AA):

Teaching Fellows for academic instructional support.
Hand in Hand Mentor to support with student academic and attendance monitoring.
Positivity Project to support student overall SEL and connectedness to school.

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

Students with Disabilities (SWD):

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

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

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

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

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

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

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

Professional learning that provides research-based strategies.

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

African American (AA):

Teaching Fellows for academic instructional support.

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

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Kratt will provide a variety of opportunities throughout the year for families to engage in their child's education such as:
- Families will receive weekly updates and other information as needed with school information and upcoming events through various platforms, such as the Kratt website and weekly parent newsletter.
 - Teachers will utilize electronic communication platforms to support home-school communication.
 - Student Academics: Parent/Teacher Conferences, SSTs, IEPs, Parent Meetings, Parent Learning Opportunities (Parent University), Study Trips (Chaperones)
 - Every other Friday families are encouraged to stay and participate in our Blacktop Friday rally highlighting school and student achievements.
 - In coordination with the ILT, CCT, and ASB, events will be planned throughout the year to include families in their students' education and school (i.e., Back to School Night, Jog-a-Thon, Open House, etc.)
 - Materials and supplies will be provided for parent involvement and workshops.
 - Incentives will be offered for parent involvement at various events (i.e., pizza at family night, take home materials at workshop, etc.)

- Home-School Liaison will work with families in a variety of capacities so that families are engaged in their child's education. Translation services will be provided.
- Supplemental contract for website/social media updates/information.
- Provide funds for graphics for parent handbook, flyers, workshops, events, etc.

Professional Learning

Describe Professional Learning related to this action.

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

- FUSD math instructional coaches and site coach PL to TK-3 teachers and Certificated Tutors.
- Grade 3-6 teachers will have PL on using SBAC claims and targets to align instructional tasks with the rigor of grade level standards.
- Classified staff will have monthly meetings to focus on best strategies to support student academic achievement
- Data chats to focus on student achievement with PLCs will be conducted quarterly using Kratt Data Protocol.
- Professional learning will be provided to the Teaching Fellows who work with grades 1-3 in foundational math skills and strategies by Academic Coach.
- Funds provided for professional learning materials/supplies to support student academic achievement.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning)

Expect to see

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

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

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

Outcomes measured by walkthrough data focused on IPG and PL school focus areas. 70% of classroom observations will show implementation of IPG 2, 3, and 5 in the short term.

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

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

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

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

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

SBAC Results for grades 3-6 will decrease the distance from meeting standards in Math from -39.8 to -24.8.

Outcomes measured by growth from distance from standard.

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

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

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0285 Kratt Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			Reflex / Frax. Also supports G1 A2	4,197.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology	5,754.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows	24,782.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.1524	Certificated Tutor for EL students **Budget lines for personnel include salaries and related benefits	17,922.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for professional learning, planning, IEPs, and SSTs also supports G2 A2 and G1 A1 **Budget lines for personnel include salaries and related benefits	13,251.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental teacher salary to support PLCs and family and student engagement events Also supports G1 A2 and G3 A1 **Budget lines for personnel include salaries and related benefits	21,473.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			ELPAC Assessors **Budget lines for personnel include salaries and related benefits	2,454.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies / Incentives for SEL also support G1 A2, G 2 A 1,2,3,4	18,529.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	4,800.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology Repair	1,200.00
G1A1	Sup & Conc	Parent Participation	Crt Pupil-Sup			Planning, technology and instructional support from Academic Coach. Also supports G1 A1 and G2 A2 **Budget lines for personnel include salaries and related benefits	3,190.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1876	Certificated Tutor for EL students **Budget lines for personnel include salaries and related benefits	22,061.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	19.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Elementary	0.7000	This is designated for a teacher with a PE credential - Kelli Mobley 106680 0.7 coming from 7090 and 0.3 coming from 6770 **Budget lines for personnel include salaries and related benefits	87,225.00

\$226,857.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Prepare Productive Members of the Community

Action Details

Life Skills

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

Direct Instructional Services

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

English Learner Students

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

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

Student Groups

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

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

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

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

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

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

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

With 7090 or 7091 funds we plan to support students by utilizing incentives and rewards for SEL, provide structured recess activities, materials and supplies that support learning, and a site funded RCA and site personnel to promote a positive Campus Culture.

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

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

Students will be supported through the T2 Specialist, RCA and Hand in Hand Mentor when needed. Interventions and supports will be provided to students based on data/need.

HSL, T2 Specialist, RCA and Admin team will work with small groups to improve attendance and reduce misbehaviors.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Kratt will provide a variety of opportunities throughout the year for families to engage in their child's education such as:

- Families will receive weekly updates and other information as needed with school information and upcoming events through various platforms, such as the Kratt website and weekly parent newsletter.
- Teachers will utilize electronic communication platforms to support home-school communication.
- Student Academics: Parent/Teacher Conferences, SSTs, IEPs, Parent Meetings, Parent Learning Opportunities (Parent University), Study Trips (Chaperones)
- Every other Friday families are encouraged to stay and participate in our Blacktop Friday rally highlighting school and student achievements.
- In coordination with the ILT, CCT, and ASB, events will be planned throughout the year to include families in their students' education and school (i.e., Back to School Night, Jog-a-Thon, Open House, etc.)

- Materials and supplies will be provided to support outreach and real world experiences.
- Incentives will be offered for parent involvement at various events (i.e., incentives at family night, take home materials at workshop, etc.)
- Home-School Liaison will work with families in a variety of capacities so that families are engaged in their child's education. Translation services will be provided.
- Supplemental contract for website/social media updates/information.
- Provide funds for graphics for parent handbook, flyers, workshops, events, etc.

Professional Learning

Describe Professional Learning related to this action.

Teachers and support personnel will receive professional learning throughout the year to continue their own professional growth and learning in support of student engagement through real world experiences. Funds provided for professional learning materials/supplies to support student engagement.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate Evidence

Short-Term (Learning)

Expect to see

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

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

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

Outcomes measured through ATLAS reports.

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

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

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

Outcomes measured through ATLAS reports.

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

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

Responses on the Climate and Culture Surveys will increase by 10% compared to last year.

Outcomes measured through ATLAS reports.

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

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Student Engagement Opportunities

Action Details

Life Skills

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

Direct Instructional Services

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

- Tier 1**
- Provide wider array of options during recess: including clubs, noon-time library activities, outdoor structured activities, and additional play equipment. Specifically utilize staff for club options and monitoring student engagement.
 - Character Counts will be emphasized in order to develop a positive school culture. Students will continue to earn charms for their "achievement necklace" by demonstrating character, kindness, and through participation in activities.
 - Quarterly behavior incentives will be offered to promote kindness, character counts, and encourage school connectedness. Organized by staff and recognized at quarterly awards assembly.
 - School assemblies will be provided to continue to build student belonging and school connectedness.
 - Support staff will plan and implement organized noon-time activities for students during lunch recesses. These activities will help engage students in team building and character development.
 - Funds to provide student agendas and communication folders.
- Tier 2**
- Resource Counseling Assistant will support alternative recess location for students in grades K-6 during morning/lunch recess and/or de-escalation room for short "time-aways" from class.
 - Materials will be purchased to support these activities.
- Tier 3**
- Hand in Hand mentor and other student supports will continue to offer incentives to groups and case load to establish positive relationships and adult connectedness targeting our SWD and AA students.

English Learner Students

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

- EL students will participate in all grade level opportunities.
- Reading writing, listening, and speaking opportunities will be embedded in all activities to provide opportunities for language acquisition and use.
- With EL funds we plan to support English learners by utilizing teaching fellows for small group instruction and work with the CT.
- Provide Parent Involvement materials and supplies in native language, and utilize a Hand in hand mentor for SEL support.
- 3.5 hour CT on staff specifically working with EL and LTEL students.
- Hire ELPAC assessors to complete ELPAC.
- HSL to support EL and LTEL families to promote positive attendance and engagement participation.

Student Groups

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

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

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

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

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

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

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

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

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

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Kratt will provide a variety of opportunities throughout the year for families to engage in their child's education such as:

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

Professional Learning

Describe Professional Learning related to this action.

Teachers and support personnel will receive professional learning throughout the year to continue their own professional growth and learning in support of student engagement through real world experiences. Funds provided for professional learning materials/supplies to support student engagement.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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.

Medium-Term (Change in Behavior or Performance)

Want to see

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 quarterly for increases compared to last year.

Outcomes measured through ATLAS reports.

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

Shape these behaviors...

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

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

Outcomes measured through ATLAS reports.

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

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

Outcomes measured through ATLAS reports.

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

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Supports for Social-Emotional Learning

Action Details

Health & Wellness

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

Direct Instructional Services

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

Tier 1

- All teachers will implement weekly classroom meetings and Second Step lessons to support students with conflict resolution, bullying, social skills, self-awareness, self-management, social awareness and promote positive classroom and school climate
- All teachers will teach the daily character strength using the Positivity Project program.
- Bullying Prevention program, including but not limited to a Kindness Week, assemblies, lessons, spirit wear, incentives, rewards, rallies, etc.
- Students and families will participate in a variety of hands-on rallies focused on character throughout the year provided by site funded FTE.
- Student incentives for displaying character and following school wide expectations will be celebrated at Black Top Friday and other school wide events and feature awards.
- Quarterly incentives will be offered to promote kindness, character counts, and engage students in school connectedness.

Tier 2

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

Tier 3

- One Hand in Hand Mentor will be funded as an intervention/ support for identified Tier 3 students. The mentors will work with identified at-risk students to focus on addressing chronic absenteeism through daily check-ins, make positive connections with students and families, push-in support to help students transition into class and focus on staying in class to support learning, and will participate in structured activities during morning and lunch recesses.

- Identified students will receive support through informal or formal behavior support contracts/interventions with incentives/rewards to promote positive behavior.
- Teachers, Administration, School Psych, nurse, and parents will participate in Student Success Team meetings and IEPs to determine Tier 3 behavioral/social-emotional interventions for identified students.

English Learner Students

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

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

Student Groups

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

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

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

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

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

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

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

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

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

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Kratt will provide a variety of opportunities throughout the year for families to engage in their child's education such as:

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

Professional Learning

Describe Professional Learning related to this action.

Teachers and support personnel will receive professional learning throughout the year to continue their own professional growth and learning in support of student social emotional learning, health, and well being. Funds provided for professional learning materials/supplies to support student engagement.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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.

Medium-Term (Change in Behavior or

Performance)

Want to see

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

Decrease in suspensions monthly compared to last year.

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

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

Shape these behaviors...

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

Decrease in suspensions by semester compared to last year.

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

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

Decrease in suspensions overall from last year to this year.

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

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

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Decrease Chronic Absenteeism

Action Details

Health & Wellness

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

Direct Instructional Services

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

- Tier 1**
- Frequent awards given for exemplary attendance along with attendance charms.
 - Professional Learning for site leaders and teachers focused on increasing student motivation and engagement in school attendance campaign with incentives to classrooms and students materials and supplies to promote attendance and support student engagement (Assemblies and other engagement opportunities)
- Tier 2**
- Teachers, HSL and administration will reach out to conference with families about the importance of attendance.
 - HSL will work with families to ensure students are at school regularly and offer supports to families when needed. HSL will put emphasis on subgroups that are showing highest percentage of missing school (African American, SWD, and 2 or more races).
 - TST meetings to plan supports for students.
- Tier 3**
- Hand in Hand mentor, HSL along with the Tier II specialist will conduct regular check-ins with identified students and develop incentive contracts for students with chronic or severely chronic attendance.
 - Tier II specialist and HSL will work with families to provide supports on the importance of regular attendance.
 - Conferences will be held with parents of chronically absent students.
 - HSL will work with families to ensure students are at school regularly and offer supports to families when needed. HSL will put emphasis on subgroups that are showing highest percentage of missing school (African American, SWD, and 2 or more races).

English Learner Students

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

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

Student Groups

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

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

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

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

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

- Resource Counseling Assistant*
- Teaching Fellows for Structured Recess*
- Supplies and incentives for family events*

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

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

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

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

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

Attendance Team (Office Assistant, HSL, Tier II, VP, Principal) will have meetings and check-ins with students and families. We will utilize Tier II intervention strategies developed by Climate and Culture Team and Goal Setting Sheets.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Kratt will provide a variety of opportunities throughout the year for family engagement opportunities to support an increase in student attendance such as:

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

Professional Learning

Describe Professional Learning related to this action.

Teachers and support personnel will receive professional learning throughout the year to continue their own professional growth and learning in support of reducing chronic absenteeism. Funds provided for professional learning materials/supplies to support student engagement.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate Evidence

Short-Term (Learning)

Expect to see

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

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

Decrease in chronic absenteeism rate monthly compared to last year.

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

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

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

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

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

Outcomes monitored by Admin Team, Teachers, and SST Team

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

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

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

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

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Prop 28

Action Details

Life Skills

Kratt will continue to augment music and arts education by offering students rhythm, movement and dance during PE for 60 minutes a week as a catalyst for whole-child development, reinforcing academics through creativity, movement, and critical thinking. Integrating this during the school day helps students learn better, think deeper and connect more meaningfully with what they study.

Direct Instructional Services

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

- 0.3 of a credentialed teacher's FTE.
- Materials and Classroom supplies needed for music, rhythm, movement, production and dance.
- Curriculum materials that align with standards
- Experiences for students that support arts
- Professional learning for teachers to improve instruction.
- Planning and supplemental contracts for arts integration and experiences.

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.

Not required for Prop 28

Student Groups

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

Not required for Prop 28

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

Not required for Prop 28

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

Not required for Prop 28

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Arts will be showcased at various family engagement events like:

Concerts

Back to School Night

Open House

ASB sponsored events

Professional Learning

Describe Professional Learning related to this action.

Not required for Prop 28

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate Evidence ☒ Strong 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.

Increased Student Engagement:

- Students show enthusiasm, participation and joy in rhythm, movement, and dance based learning.
- Measured by: Teacher observations, attendance, and student Climate and Culture Survey
- Monitored by teacher and Site Administration.

Increased student enrollment in the Arts:

- More student choose to participate in choir, band, and orchestra at the upper grades.
- Measured by course enrollment data.
- Monitored by arts teachers and site administration.

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.

Improved student focus and self-regulation:

- Students demonstrate greater ability to concentrate, follow multi-step directions, and manage energy levels appropriately.
- Measured by: Teacher observations and behavior data.
- Monitored by: Classroom teachers and Site Administration.

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.

Enhanced School Culture and Climate:

- The school fosters positive, inclusive environment where arts are valued and students feel a strong sense of belonging to the school.
- Measured by: student attendance, family engagement data, school climate and culture survey.
- Monitored by: Site administration

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0285 Kratt Elementary (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Direct-Graph			Graphics - Tier 1 expectations and window coverings	2,000.00
G2A2	Sup & Conc	Instruction	Cons Svc/Oth			Resort Life Ventures : Golf Cart Maintenance	1,000.00
G2A2	Sup & Conc	Instructional Supervision & Admin	CI&Tech-Sup			Kratt Website Update and ASB Support **Budget lines for personnel include salaries and related benefits	3,510.00
G2A3	Title 1 Basic	Instruction	Bks & Ref			: Positivity Project	3,995.00
G2A3	Title 1 Basic	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentoring for SEL	26,900.00
G2A3	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	RCA for SEL Small Groups **Budget lines for personnel include salaries and related benefits	15,702.00
G2A4	Title 1 Basic	Instruction	Mat & Supp			Communication Folders, Planners **No food, graphic designs or incentives**	1,500.00
G2A4	Title 1 Basic	Parent Participation	Mat & Supp			Parent involvement materials and supplies also supports G2 A1 and 2. **No food or incentives**	2,100.00
G2A4	Title 1 Basic	Parent Participation	Local Mileag			Local Mileage for Parent Visits	600.00

\$57,307.00

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Create a Positive School Environment for Staff

Action Details

Effective Staff

We will create a positive school environment where Kratt staff feel valued and have a sense of belonging at our school. Staff professional learning will focus on a positive and collaborative environment related to the schools mission and vision. Staff will be provided feedback that will help them learn and grow.

Direct Instructional Services

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

- The Climate and Culture team will meet monthly and center work on one data point at a time from Climate and Culture Survey Data.
- Staff celebrations utilizing: Thank you notes, Morning announcements, Bulletin / Newsletter, Positive feedback during class visits.
- Diverse events will be created throughout the year to involve and appreciate all staff and students (Rallies, Family nights, Blacktop Fridays, Spirit Weeks, etc.).
- Opportunities for collaboration will be embedded in professional learning to help build a sense of community among the staff.
- Data chats between the teachers and administration.
- Develop mentorship opportunities among staff to support one another.
- Provide leadership opportunities for staff to be involved in schoolwide events, decision making process and committees.
- Utilize surveys to seek staff voice and input
- Professional Learning Communities will meet weekly to review student data and share best teaching practices with each other.
- Create a weekly newsletters for all staff to consistently provide site updates.
- When hiring new staff, stakeholders with direct contact to the position will be included on the interview panel.
- Purchase materials/supplies for staff professional learning events.

English Learner Students

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

Support form Admin and CT for teachers when monitoring EL, RFEP, and LTEL progress on Ellevation.

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

CT and PLC collaboration to support EL and LTEL students.

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

Student Groups

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

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

Positivity Project

Hand in hand Mentor

California Teaching Fellows

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

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

Technology Support

Resource Counseling Assistant

California Teaching Fellows

Materials and Supplies

Sub Days for IEPs /SST/ Planning

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

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

PLC collaboration

PLC CFA creation and analysis

Climate and Culture Team focused on targeted interventions.

Professional learning on addressing disproportionate student outcomes.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Staff is part of the community and utilized in planning and hosting family-oriented events at a minimum of once a quarter. These interactions allow staff to connect with families on a personal level, showcase learning and be part of connecting the larger school community.

Professional Learning

Describe Professional Learning related to this action.

Professional learning focused on the school's mission and vision, emphasizing collaboration, data-informed decision-making, and fostering an environment that supports the needs of each student.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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 measure the effectiveness of professional development around Task Alignment and the Coaching Cycle during the first semester.

Outcomes measured with iReady1 and iReady2 Diagnostic administrations.

Outcomes monitored by Principal, VP, and teachers.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

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

There will be an increase of 2% favorable.

There will be a 3% increase of students who met 40% or above stretch growth.

Outcomes monitored by Principal, VP, and 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.

We will see an increase in the Fall Climate & Culture family survey from last year to this year. Outcomes measured by staff participation.

There will be an increase of 4% favorable.

There will be a 3% increase of students who met 40% or above stretch growth.

Outcomes monitored by Principal, VP, and CCT.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0285 Kratt Elementary (Locked)

G3 - Operational Excellence

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Direct-Food			Food for staff meetings	3,200.00

\$3,200.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0285 Kratt Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0285	1110	1000	4200	Bks & Ref					G1A1	Reflex / Frax. Also supports G1 A2	4,197.00
060	3010	0285	1110	1000	4200	Bks & Ref					G2A3	: Positivity Project	3,995.00
060	3010	0285	1110	1000	4300	Mat & Supp					G2A4	Communication Folders, Planners **No food, graphic designs or incentives**	1,500.00
060	3010	0285	1110	1000	4400	Nc-Equipment					G1A1	Technology	5,754.00
060	3010	0285	1110	1000	5110	Subagreements					G1A1	California Teaching Fellows Foundation : California Teaching Fellows	24,782.00
060	3010	0285	1110	2495	4300	Mat & Supp					G2A4	Parent involvement materials and supplies also supports G2 A1 and 2. **No food or incentives**	2,100.00
060	3010	0285	1110	2495	5211	Local Mileag					G2A4	Local Mileage for Parent Visits	600.00
060	3010	0285	1110	3110	5110	Subagreements					G2A3	Hand in Hand Mentoring : Hand in Hand Mentoring for SEL	26,900.00
030	7090	0285	1110	1000	1110	Teacher-Regu	Tutor	T004	Frost, Stephanie	0.1524	G1A1	Certificated Tutor for EL students **Budget lines for personnel include salaries and related benefits	17,922.00
030	7090	0285	1110	1000	1110	Teacher-Regu	Teacher, Elementary	T046	Mobley, Kelli	0.7000	G1A2	This is designated for a teacher with a PE credential - Kelli Mobley 106680 0.7 coming from 7090 and 0.3 coming from 6770 **Budget lines for personnel include salaries and related benefits	87,225.00
030	7090	0285	1110	1000	1120	Teacher-Subs					G1A1	Subs for professional learning, planning, IEPs, and SSTs also supports G2 A2 and G1 A1 **Budget lines for personnel include salaries and related benefits	13,251.00
030	7090	0285	1110	1000	1160	Teacher-Supp					G1A1	Supplemental teacher salary to support PLCs and family and student engagement events Also supports G1 A2 and G3 A1 **Budget lines for personnel include salaries and related benefits	21,473.00
030	7090	0285	1110	1000	1160	Teacher-Supp					G1A1	ELPAC Assessors **Budget lines for personnel include salaries and related benefits	2,454.00
030	7090	0285	1110	1000	4300	Mat & Supp					G1A1	Materials and Supplies / Incentives for SEL also support G1 A2, G 2 A 1,2,3,4	18,529.00
030	7090	0285	1110	1000	4400	Nc-Equipment					G1A1	Technology	4,800.00
030	7090	0285	1110	1000	5723	Direct-Maint					G1A1	Technology Repair	1,200.00
030	7090	0285	1110	1000	5767	Direct-Food					G3A1	Food for staff meetings	3,200.00
030	7090	0285	1110	1000	5899	Cons Svc/Oth					G2A1	TBD : Graphics - Tier 1 expectations and window coverings. Graphics Dept closing, moved from object 5725 to 5899.	2,000.00
030	7090	0285	1110	1000	5899	Cons Svc/Oth					G2A2	Resort Life Ventures : Golf Cart Maintenance	1,000.00
030	7090	0285	1110	2100	2460	Cl&Tech-Sup					G2A2	Kratt Website Update and ASB Support **Budget lines for personnel include salaries and related benefits	3,510.00
030	7090	0285	1110	2495	1260	Crt Pupil-Sup					G1A1	Planning, technology and instructional support from Academic Coach. Also supports G1 A1 and G2 A2 **Budget lines for personnel include salaries and related benefits	3,190.00
030	7090	0285	1110	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg	W018	Washington, Desiree	0.4375	G2A3	RCA for SEL Small Groups **Budget lines for personnel include salaries and related benefits	15,702.00
030	7091	0285	4760	1000	1110	Teacher-Regu	Tutor	T004	Frost, Stephanie	0.1876	G1A1	Certificated Tutor for EL students **Budget lines for personnel include salaries and related benefits	22,061.00
030	7091	0285	4760	1000	4300	Mat & Supp					G1A1		18,000.00

\$287,364.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$69,828.00
Sup & Conc	7090	\$195,456.00
LCFF: EL	7091	\$22,080.00
Grand Total		\$287,364.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$226,857.00
G2 - The Whole Child (SEL and Engagement)	\$57,307.00
G3 - Operational Excellence	\$3,200.00
Grand Total	\$287,364.00