Kirk Elementary

10621666006324

Principal's Name: Kevin X Her

Principal's Signature: 

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 The Whole Child (Engagement/SEL) Operational Excellence	**DISTRICT GOALS:** **Early Literacy** **Literacy Intervention** **College & Career Readiness** **Life Skills**	**DISTRICT GUARDAILS:** **Community Engagement** **Equitable Access** **Effective Staff** **Health & Wellness**

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 – Kevin X Her	X				
2. Chairperson - Juanita Torres				X	
3. Vice-Chairperson - Jasmine Jackson		X			
4. PAC Representative – Isabel Saldana				X	
5. PAC Alternative – Elicelda Morales				X	
6. Dwayne Wilson				X	
7. Margarita Lopez				X	
8. Betina Madkins		X			
9. Denise Bailey			X		
10. Valerie Fabela		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: Kirk 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	**Kevin Her**		3/26/26
SSC Chairperson	**Juanita Torres**		3/26/26

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

Kirk - 0270

ON-SITE ALLOCATION

3010	Title I	$48,852	*
7090	LCFF Supplemental & Concentration	$137,088	
7091	LCFF for English Learners	$58,880	
	TOTAL 2026/27 ON-SITE ALLOCATION	**$244,820**	

*	These are the total funds provided through the Consolidated Application	
*	Title I requires a specific investment for Parent Involvement	
	Parent Involvement Budget - Minimum	$1,416
	Program Budget	$47,436
	Total Title I Allocation	$48,852

ESSA Assistance Status: Targeted Support and Improvement (TSI)

January 30, 2026

Kirk 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		13.4 %	2024-2025	**19 %**
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		50.9 %	2024-2025	**55 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		75.7 %	2025-2026	**76.8 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		52.2 %	2025-2026	**53.3 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		60 %	2025-2026	**61.1 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		66.6 %	2025-2026	**67.7 %**
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		30.4 %	2025-2026	**40 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		78.4 %	2025-2026	**79.5 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		44.1 %	2025-2026	**45.2 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		64.9 %	2025-2026	**66 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		54.2 %	2025-2026	**55.3 %**
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		17.5 %	2025-2026	**30 %**
Goal 1	SBAC ELA - Average distance from standard (ALL)	-56.5 pts	-52.8 pts	2024-2025	**-37.8 pts**
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		26.9 %	2024-2025	**34 %**
Goal 1	SBAC Math - Average distance from standard (ALL)	-62.2 pts	-70.8 pts	2024-2025	**-55.8 pts**
Goal 1	SBAC Math - Average distance from standard (Students w/ Disabilities)		-103.7 pts	2024-2025	**-88.7 pts**
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		18.2 %	2024-2025	**28 %**

Goal 2	Chronic Absenteeism (ALL) Semester 1	26.9 %	16.6 %	2025-2026	**12.5 %**	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	95 %	97 %	2025-2026	**98.1 %**	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	90 %	80 %	2025-2026	**90 %**	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		86 %	2025-2026	**90 %**	↑
Goal 2	Suspension Rate - (African American)		11.1 %	2024-2025	**10.77 %**	↓
Goal 2	Suspension Rate (ALL) Semester 1	0.5 %	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.

ELA

- In i-Ready Reading: Although 75.7% of students are moving from Reading D1 to D2 in typical and stretch growth, only 30.4% of students are proficient (D2 or above) in reading, which is far below the 40% target. Students are improving slightly but not reaching grade-level proficiency.
- In SBAC ELA: Only 26.9% of students met or exceeded standards, and students are performing 52.8 points below standard on average, indicating significant gaps in grade-level mastery.

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

Math

- i-Ready Math - Only 17.5% of students are proficient in math, which is significantly below the 30% target. While 78.4% are meeting their typical and stretch growth from math D1 to D2, students are not reaching grade-level expectations.
- SBAC Math - Only 18.2% of students met or exceeded math standards, and students are performing 70.8 points below standard overall, with one our Students with Disability subgroup performing 103.7 points below standard. This indicates a severe math achievement gap.

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

ELD

Only 13.4% of English Learners scored proficient on ELPAC, and only 50.9% improved at least one ELPI level. English Learners are not progressing toward reclassification at the desired rate.

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

Climate and Culture Surveys

While family perception is strong (97%), staff (80%) and students (86%) report lower levels of positive school climate, both below the 90% target.

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

Suspensions/Attendance:

Chronic absenteeism impacts 16.6% of students. While overall suspension is 1.3%, African American students have a suspension rate of 11.1%, indicating disproportionality.

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

ELA

- Many students remain below grade level in foundational reading skills, reading comprehension, and writing.
- Tier 1 instruction may not be consistently rigorous and limited exposure to complex grade level texts across all classrooms.
- Inconsistent writing and articulation across content areas.
- Intervention time is not sufficient for students far below grade level.
- English Learners struggle with academic vocabulary and comprehension.
- The need to consistently expose and explicitly teach academic language development.

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

Math

- Large gaps in foundational math skills.
- Limited focus on conceptual understanding and problem-solving.
- Inconsistent math discourse in classrooms.
- Weak multi-step problem-solving skills.
- Gaps in prerequisite math skills.
- Limited math discourse and reasoning instruction.
- Inconsistent alignment to grade-level standards.

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

EL

- Limited and inconsistent designated ELD time.
- Language objectives not consistently embedded in core lessons.

- Limited structured speaking opportunities.
- Long-term EL students may not be receiving differentiated supports.

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

Climate and Culture

- Inconsistent implementation of levels of misbehaviors and GVC (Second Step)
- Staff morale concerns.
- Student engagement and belonging gaps.
- Communication challenges with families.

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

Suspensions/Attendance

- Inconsistent attendance follow-up systems.
- Limited early intervention for frequent absences.
- Disproportionate discipline practices.
- Limited restorative practices.

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.

ELA

- Strong and consistent core reading instruction schoolwide.
- Protected daily intervention time for all students.
- Structured vocabulary and language development strategies.
- More small group reading support.

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

Math:

- Instruction focused on reasoning and problem-solving.
- Daily math discourse opportunities.
- Explicit math vocabulary instruction.
- Vertical alignment of essential standards.
- Targeted/Structured intervention for lowest-performing students.
- Coaching in standards-based math instruction.

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.

EL

- Protected daily Designated ELD instruction.
- Clear language objectives in every lesson.
- Structured academic talk routines.
- Consistent monitoring system for EL progress throughout the school year.
- English Learners need intentional language development throughout the entire instructional day.

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

Climate and Culture

- Improve our levels of misbehaviors, and consistently teach SEL using Second Step on designated day along with embedding taught SEL strategies throughout each week.
- Staff listening sessions and morale supports.
- Increased student voice opportunities.
- Clear and consistent behavior expectations.

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.

Suspension/Attendance:

- Tiered attendance monitoring system.
- Attendance review team.
- Equity-focused discipline review.
- Refresher in restorative practices training for all staff.
- Increased SEL supports.
- The 11.1% suspension rate for African American students indicates a need for culturally responsive discipline reform and equity monitoring.

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.

Math Instructional Plan

Partially Implemented

While most of the actions listed in our SPSA were implemented, they were not implemented consistently or to fidelity across all classrooms and grade levels.

1. Tier 1 Core Instruction
Although teachers were expected to use Math Lesson Design/BBF and district-aligned resources, implementation varied significantly:

- Different teachers used different instructional resources.
- There was not a single, consistent core math resource across the school.
- Pacing varied by grade level and classroom.
- Math Language Routines and academic discourse strategies were not consistently observed.

Because of this inconsistency:

- PLC conversations lacked common focus and alignment.
- Teachers were not always discussing the same standards or assessments.
- Student learning experiences varied depending on the classroom.

This lack of coherence is reflected in the data:

- iReady Math proficiency: 17.5%
- SBAC Math meeting/exceeding: 18.2%

- Average Distance from Standard: –70.8
- One subgroup Distance from Standard: –103.7

Despite professional learning and coaching support, instructional practices were not uniformly implemented.

ELA Instruction Plan

Partially Implemented

Many of the above actions in our SPSA were implemented; however, implementation was inconsistent across grade levels and classrooms, and systems were not always monitored to fidelity.

1. Tier 1 Core Instruction
Teachers provided ELA instruction daily, and instructional materials were available. However:

- There was not a consistent, schoolwide ELA implementation of the adopted GVC.
- Different grade levels used different materials and supplemental resources.
- Writing expectations varied from classroom to classroom.
- Technology tools (iReady, IXL) were used inconsistently across school.

Because of this lack of alignment:

- PLCs were unable to deeply compare student work across classrooms.
- Instructional rigor varied.
- Academic language expectations were not consistent.
- Intervention was not always clearly aligned to core instruction.

This inconsistency is reflected in the data:

- iReady Reading proficiency: 30.4%
- SBAC ELA meeting/exceeding: 26.9%
- Average Distance from Standard: –52.8

While instruction occurred in all classrooms, the absence of coherence limited overall impact.

ELD Instruction

Partially Implemented

ELD implementation was inconsistent across classrooms.

- Some teachers provided a designated ELD block.
- Other teachers did not have a protected ELD time.

- Integrated ELD strategies were not consistently embedded in core instruction.

As a result:

- Only 13.4% of EL students scored Level 4 on ELPAC
- Only 50.9% improved on ELPI

Kirk CTE Activiities

Fully Implemented

Climate and Culture systems were in place and implemented:

- Almost all grade levels participated in Goal 2 Trips.
- School Wide Activities such as carnival, winter program, Black History Month, created a culture where most of classrooms participated
- Staff survey results (80%) were below the 90% target.
- Student survey results (86%) were below target.
- Family survey results remained strong (97%).

There are activities planned and implemented but there was not a system in place to monitor consistently across school wide.

School suspensions

Partially Implemented

Positive reinforcement and a levels of misbehaviors are in place, but not fully consistent across school.

Data shows:

- Overall suspension rate: 1.3%
- African American suspension rate: 11.1%

This indicates disproportionality.

While misbehavior procedures existed, there was:

- Limited consistency of levels of misbehaviors use across school.
- No formal equity review of discipline data
- No consistent school wide rules.
- A majority of teachers have not yet been trained in Restorative practices.
- Restorative practices are only done with students who have misbehaved and sent to the office.
- Due to sharing an RP Counselor with another school, RP Counselor is not available daily for support.

Chronic Absenteeism

Partially Implemented

Attendance monitoring occurred, but systems were not proactive or tiered.

Chronic absenteeism remains at 16.6%, indicating:

- Follow-up may not have been early enough.
- Attendance supports were not systematic.
- Family outreach was not consistent for all high-need students.
- Schoolwide strategies shows improvement in up to date data comparison to last year.
- There was not an attendance team for the first semester to monitor attendance.

Recruiting and Retention of Staff

Partially Implemented

Professional learning opportunities were provided for both new and existing staff, with a focus on instructional strategies, data-driven instruction, Common Core alignment, social-emotional learning, and cultural proficiency. Additional training for paraprofessionals and support for English Learner instruction were offered in collaboration with district departments. However, participation and depth of implementation were inconsistent due to staffing changes, competing priorities, and time constraints. Resources and materials to support instruction, including technology, supplemental supplies, and real-world learning opportunities such as field trips, were made available to teachers. These supports enhanced Tier 1 instruction, with some targeted Tier 2 and Tier 3 supports in place; however, a fully integrated Multi-Tiered System of Supports (MTSS) framework is still in development. While key systems and supports are in place, implementation has been uneven, and continued focus is needed to ensure consistency, deepen instructional impact, and fully align practices to SPSA goals and metrics.

Parent Engagement

Fully Implemented

- Holding Title I and SSC meetings to give all parents the chance to learn about our school goals, how funding is used, and their rights and role in being involved. Interpreters in Spanish and Hmong will be available when needed, and materials will be translated.
- Parents received information in their home language through ParentSquare posts and audio messages, the school marquee and newsletters.
- We offered parent learning opportunities such as Literacy Nights and Math Nights. Parents can also learn about the curriculum, grading policies, and ways to support their child's academic success. Back-to-School Night will allow families to meet teachers and learn about classroom expectations.
- Childcare and interpreters were available during parent meetings to help increase participation.
- ELAC meetings helped parents understand the Initial and Summative ELPAC, how to read and understand scores, and ways to help their child practice and learn English.
- We promoted student-centered and real-world learning by encouraging parents to chaperone field trips and participate in classroom and campus academic visits.
- Each quarter, we held meetings to share updates on student achievement, attendance, and social-emotional learning.
- We supported parents in understanding the importance of daily attendance and how to clear absences when needed. Mileage support may be provided for home visits.
- Through the Community Schools framework, we identified and provide resources to support our families and the community.
- Parents who attend school events, meetings, or volunteer will receive incentives.
- We celebrated and recognize parents for their involvement and contributions so they feel valued as important members of our school community.

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.

Math Instructional Plan

Partially Effective

Because of this inconsistency:

- PLC conversations lacked common focus and alignment.
- Teachers were not always discussing the same standards or assessments.
- Student learning experiences varied depending on the classroom.

This lack of coherence is reflected in the data:

- iReady Math proficiency: 17.5%
- SBAC Math meeting/exceeding: 18.2%
- Average Distance from Standard: –70.8
- One subgroup Distance from Standard: –103.7

Despite professional learning and coaching support, instructional practices were not uniformly implemented.

ELA Instruction Plan

Partially Effective

Because of this lack of alignment:

- PLCs were unable to deeply compare student work across classrooms.
- Instructional rigor varied.
- Academic language expectations were not consistent.
- Intervention was not always clearly aligned to core instruction.

This inconsistency is reflected in the data:

- iReady Reading proficiency: 30.4%
- SBAC ELA meeting/exceeding: 26.9%
- Average Distance from Standard: –52.8

While instruction occurred in all classrooms, the absence of coherence limited overall impact.

ELD Instruction

Partially Effective

ELD implementation was inconsistent across classrooms.

- Some teachers provided a designated ELD block.
- Other teachers did not have a protected ELD time.
- Integrated ELD strategies were not consistently embedded in core instruction.

As a result:

- Only 13.4% of EL students scored Level 4 on ELPAC
- Only 50.9% improved on ELPI

Kirk CTE Activiities

Effective

Climate and Culture systems were in place and implemented:

- Almost all grade levels participated in Goal 2 Trips.
- School Wide Activities such as carnival, winter program, Black History Month, created a culture where most of classrooms participated
- Staff survey results (80%) were below the 90% target.
- Student survey results (86%) were below target.
- Family survey results remained strong (97%).

There are activities planned and implemented but there was not a system in place to monitor consistently across school wide.

School suspensions

Partially Effective

This indicates disproportionality.

While misbehavior procedures existed, there was:

- Limited consistency of levels of misbehaviors use across school.
- No formal equity review of discipline data
- No consistent school wide rules.
- A majority of teachers have not yet been trained in Restorative practices.
- Restorative practices are only done with students who have misbehaved and sent to the office.
- Due to sharing an RP Counselor with another school, RP Counselor is not available daily for support.

Chronic Absenteeism

Partially Effective

Attendance monitoring occurred, but systems were not proactive or tiered.

Chronic absenteeism remains at 16.6%, indicating:

- Follow-up may not have been early enough.
- Attendance supports were not systematic.
- Family outreach was not consistent for all high-need students.
- Schoolwide strategies shows improvement in up to date data comparison to last year.
- There was not an attendance team for the first semester to monitor attendance.

Recruiting and Retention of Staff

Partially Effective

Professional learning opportunities were provided for both new and existing staff, with a focus on instructional strategies, data-driven instruction, Common Core alignment, social-emotional learning, and cultural proficiency. Additional training for paraprofessionals and support for English Learner instruction were offered in collaboration with district departments. However, participation and depth of implementation were inconsistent due to staffing changes, competing priorities, and time constraints. Resources and materials to support instruction, including technology, supplemental supplies, and real-world learning opportunities such as field trips, were made available to teachers. These supports enhanced Tier 1 instruction, with some targeted Tier 2 and Tier 3 supports in place; however, a fully integrated Multi-Tiered System of Supports (MTSS) framework is still in development. While key systems and supports are in place, implementation has been uneven, and continued focus is needed to ensure consistency, deepen instructional impact, and fully align practices to SPSA goals and metrics.

Parent Engagement

Effective

Title I and SSC meetings will give all parents the chance to learn about our school goals, how funding is used, and their rights and role in being involved. Interpreters in Spanish and Hmong will be available when needed, and materials will be translated.

Parents will receive information in their home language through flyers sent home, ParentSquare posts and audio messages, the school marquee, newsletters, and other updates.

We will offer parent learning opportunities such as Literacy Nights and Math Nights. Parents can also learn about the curriculum, grading policies, and ways to support their child's academic success. We will provide specific strategies for families of students who receive Autism and Speech services. Back-to-School Night will allow families to meet teachers and learn about classroom expectations.

Childcare and interpreters will be available during parent meetings to help increase participation.

ELAC meetings will help parents understand the Initial and Summative ELPAC, how to read and understand scores, and ways to help their child practice and learn English.

We will promote student-centered and real-world learning by encouraging parents to chaperone field trips and participate in classroom and campus academic visits.

Each quarter, we will hold meetings to share updates on student achievement, attendance, and social-emotional learning.

We will support parents in understanding the importance of daily attendance and how to clear absences when needed. Mileage support may be provided for home visits.

Through the Community Schools framework, we will identify and provide resources to support our families and the community.

Parents who attend school events, meetings, or volunteer will receive incentives.

We will celebrate and recognize parents for their involvement and contributions so they feel valued as important members of our school community.

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.

ELA:

- Consistently implement standards based and rigorous Tier 1 instruction using the ELA GVC and curriculum guidance document school wide.
- Support students that remain below grade level in foundational reading skills, reading comprehension, and writing.
- Schedule and implement writing and articulation across grade levels.
- Protected intervention time for students far below grade level.
- Protected designated ELD block to support English Learners who struggled with academic vocabulary and comprehension.
- Consistently expose and explicitly teach academic language development.
- Provide additional professional learning for teachers/staff in ELA.

Math

- Consistently implement standards based and rigorous Tier 1 instruction using the Math GVC and curriculum guidance document school wide.
- Support students in foundational math skills and conceptual understanding and problem-solving.
- Consistent math discourse in classrooms.
- Support students in multi-step problem-solving skills using the Real World, Think Smarter, and Go Deeper word problems.
- Use data to monitor student's knowledge of prerequisite math skills.
- Increase math discourse and reasoning instruction for students.
- Utilize the eight mathematical practices.

ELD

- Improve consistent ELD designated and integrated instruction school wide. .
- Create designated ELD block for teachers to teach designated ELD instruction.
- Embed integrated ELD strategies in core instruction.
- Provide professional develop for staff around ELD standards, and strategies.
- Use the provided ELD vignettes online to support teachers in teaching ELD instruction.

College and Career Readiness:

- Provide structured follow-up lessons after field trips to reinforce key learning experiences.
- Host guest speakers and motivational presenters to promote service learning and student engagement.

- Offer supplemental contracts to support clubs and extracurricular enrichment opportunities.
- Organize cultural awareness and informational events (e.g., assemblies, rallies, community events).
- Implement reflection tools (e.g., journals, portfolios) for students to document and process experiences in field trips, clubs, athletics, arts, and other activities.

Climate and Culture:

- **Strengthen Relationships:** Implement regular community-building activities (e.g., morning circles, advisory, staff-student check-ins) to foster a sense of belonging.
- **Promote Positive Behavior:** Establish and consistently reinforce schoolwide expectations using PBIS practices, recognition systems, and restorative approaches.
- **Increase Student Voice:** Provide structured opportunities (e.g., student leadership, surveys, forums) for students to share input and influence school decisions.
- **Engage Families and Community:** Host inclusive events and improve communication to build strong partnerships with families and community members.
- **Support Staff Culture:** Provide professional development and collaboration time focused on culturally responsive practices and positive school climate.

Suspensions/Absenteeism:

Suspension Reduction Actions

- Implement PBIS and restorative practices to reduce exclusionary discipline.
- Provide targeted Tier 2/3 behavior supports (e.g., check-in/check-out, counseling, behavior plans).
- Monitor discipline data regularly to identify trends and intervene early.

Chronic Absenteeism Reduction Actions

- Implement tiered attendance supports, including early identification and intervention for at-risk students.
- Strengthen family outreach through calls, meetings, and home visits to address attendance barriers.
- Establish attendance incentives and recognition programs to promote consistent attendance.
- Provide engaging instruction and enrichment opportunities to increase student motivation to attend.

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:

- **1/29/26** – The SSC reviewed the current 2025–26 SPSA.
  - Reviewed current expenditures within the existing budget.

ELAC:

Staff:

- **12/4/25** – All-day ILT meeting. The ILT reviewed the 2025–26 SPSA and provided feedback using a Keep/Stop/Start protocol.

    - Discussed and approved delegating the writing of the SPSA to a designated writing team, with the expectation that the team will report back to the SSC.
- **2/26/26** – The SSC reviewed the draft 2026–27 SPSA and was provided an opportunity to give input. Feedback: Ensuring supports such as certificated tutor and Orton Gillingham tutors are funded; provide teachers with materials and supplies needed; how to increase family participation.
- **3/6/26 -** Reviewed Title 1 Parent and Family Engagement Policy.
- **3/26/26 -** Reviewed SPSA timeline, Reviewed updated draft SPSA and budget. Updated SSC on Stronger Connection Grant. SSC discussed and voted to approve 2026-27 SPSA and budget. Feedback: SSC emphasized the importance of prioritizing funding and actions to close the learning gap, including continued funding of Orton-Gillingham and certificated tutors.

- **9/17/25** – Conducted a needs assessment with ELAC. Based on the results, ELAC expressed a desire for increased district and site resources to support English Learner literacy, as well as ensuring appropriate on-site interventions for English Learners. Feedback: Ensuring appropriate intervention for ELs; provide additional learning opportunities for ELs; additional training for teachers to support EL's; social emotional support for EL students.

- **12/15/25** – Provided the ILT with the preliminary 2026–27 budget allocation. Reviewed differences across categorical budgets compared to 2025–26 and shared results from the Budget/Non-Classroom Teacher input survey.
- **Ongoing** – All SPSA writing sessions were publicized to staff through the weekly bulletin and announced during daily morning announcements.
-

    2/11/26 – SPSA Writing Session #1
    2/17/26 – SPSA Writing Session #2
    2/24/26 – SPSA Writing Session #3
    3/6/26 – SPSA Writing Session #4 (Cancelled)
    3/10/26 – SPSA Writing Session #5
    3/16/26 – SPSA Writing Session #6 (Cancelled)

- **2/18/26** – ILT reviewed progress on the draft 2026–27 SPSA.
- **2/24/26** – Shared the draft 2026–27 SPSA with staff during PL and provided a digital copy for review.
- **2/24/26** – Staff provided input through the Staff Instructional Tools and Resources Survey.
- **3/13/26** – Shared results of the Staff Instructional Tools and Resources Survey with staff during buyback.
- **3/13/26** – Distributed an additional funding resource survey to staff for input. Feedback: 76% voted no for tutors to push in support; 60% favors funding mentors; 94% favors funding Orton Gillingham tutors, 94% favors funding certificated tutors, 93% would like funding for OG refresher in 2026-27.
- 3/24/26 **-** Shared results of input survey with teachers. Provided opportunity for discussion. 100% of teachers voted to approve moving draft 2026-27 SPSA and budget to SSC for approval.

Action

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

English Language Arts

Action Details

Literacy Intervention

Kirk will provide a balanced literacy program at every grade level that includes a tiered Multi-Tiered System of Supports (MTSS). Instruction will be aligned with the Common Core State Standards and follow FUSD's Grade Level Curriculum Guidance Document.

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 – Universal Supports (All Students)

- Implement a balanced literacy program using district-adopted ELA GVC aligned to Common Core Standards and the ELA Grade Level Curriculum Guidance Document.
- PLC teams will plan and deliver high-quality, standards-based instruction, clearly communicate learning intentions and success criteria for ELA, and regularly analyze CFA data to adjust instruction and improve student outcomes.
- Integrate technology and test-taking strategies into daily instruction using tools such as iReady and DIBELS to build student proficiency and confidence.
- Ensure all teachers and students have access to necessary instructional materials and classroom resources to support learning.

Tier 2 – Targeted Supports (Some Students)

- Provide targeted small group and one-on-one instruction based on ongoing student data to support progress toward grade-level standards.
- Identify and prioritize student groups for additional support through site-based interventions and after-school tutoring programs.
- Provide supplemental ELA materials and targeted instructional supports for Special Education students to address individual learning needs.
- Utilize intervention programs, including iReady Teacher Toolbox, to deliver focused skill instruction aligned to identified student needs.
- Offer structured after-school tutoring and implement quarterly intensive RTI sessions to accelerate student learning.

Tier 3 – Intensive Supports (Few Students)

- Provide intensive foundational skills instruction for K–3 students through Cullinan Education Center tutors using Orton Gillingham strategies.
- Use the SST process to identify students needing academic and/or social-emotional support, with targeted attention to English Learners and African American male students.

- Certificated tutor to deliver intensive Tier 2 and Tier 3 reading interventions based on identified student needs.

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.

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

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

- To increase our reclassification rate to 19% and improve our ELPI indicator to 55%, the school will implement a comprehensive system of supports that address the needs of newcomer students, Long-Term English Learners (LTELs), and reclassified students (RFEPs). Instruction and interventions will focus on accelerating English language development, strengthening access to grade-level content, and monitoring student progress.

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

- Fund after-school tutoring programs and extended learning opportunities focused on literacy and language development.
- Provide additional instructional materials and technology (e.g., iReady) to support differentiated instruction.
- Support professional development for teachers on effective EL strategies, including ELD, scaffolding, and data use.

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

- Fund intervention teachers and/or instructional aides to provide small group instruction for EL students.
- Support targeted intervention programs and materials for LTELs and students needing additional language support.
- Provide resources for progress monitoring and data analysis to track EL growth and adjust supports.
- Provide Designated ELD curriculum, materials, and supplemental resources aligned to ELD standards.
- Fund professional development focused specifically on ELD instruction, language objectives, and strategies for newcomer and LTEL students.
- Support family engagement activities and translation services to increase communication and involvement of EL families.
- Provide ELPAC Assessors to asses EL students for ELPAC assessment.

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

Our school will support English Learners through strong instruction, collaboration, and ongoing monitoring. This includes support for all EL students, including newcomers, Long-Term English Learners (LTELs), and reclassified students.

Classroom Instruction (All Teachers)

- Teach both Designated and Integrated ELD daily to support language development.
- Clearly share learning goals, success criteria, and language objectives so students understand what they are learning.
- Use strategies such as sentence frames, visuals, modeling, and structured discussions to help students understand and use academic language.
- Provide regular opportunities for students to speak, write, and work with peers to build language skills.

Professional Learning Communities (PLCs)

- Review ELPAC, CFA, and iReady data to monitor student progress.
- Plan lessons and supports based on student needs.
- Focus on supporting specific groups, including newcomers, LTELs, and RFEP students.
- Adjust instruction to help students move toward reclassification and language growth goals.

Instructional Leadership Team (ILT)

- Support teachers in using effective ELD strategies and scaffolds.
- Conduct walkthroughs to ensure EL supports are used in all classrooms.
- Provide professional learning focused on academic language, discussion, and writing.
- Ensure all EL students have access to grade-level instruction with appropriate support.

District and Site Supports

- Use district-provided curriculum, assessments, and professional development to support EL instruction.
- Work with site academic coach and district teams to support ELPAC testing and data use.
- Use the SST process to identify students who need extra academic or social-emotional support.
- Monitor reclassified students (RFEP) to ensure they continue to succeed.

Student Groups

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

African American (AA):

- Fund supplemental contracts for teachers to offer after-school tutoring focused on reading comprehension and fluency.
- When appropriate, purchase high-interest, culturally relevant reading materials to increase engagement.
- Provide teacher professional development on effective literacy strategies and culturally responsive practices.

English Learner (EL):

- Fund supplemental contracts for teachers to offer after-school tutoring and extended learning focused on reading and language development.
- When appropriate purchase supplemental literacy materials that support vocabulary and comprehension.
- Provide professional development on scaffolding strategies, ELD integration, and language objectives.

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

African American (AA):

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

English Learner (EL):

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

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

African American (AA):

- Provide high-quality Tier 1 reading instruction with clear learning intentions and success criteria.
- Use culturally responsive teaching practices and high-interest texts to increase engagement and comprehension.
- Monitor progress through PLC data cycles (CFA, iReady, DIBELS) and adjust instruction.
- Provide small group and targeted reading support to address gaps in comprehension, fluency, and vocabulary.
- Use SST to identify and support students needing additional academic or social-emotional support.

English Learner (EL):

- Provide daily Designated and Integrated ELD to support reading and language development.
- Use language objectives, sentence frames, and structured discourse to support access to text.
- Monitor progress using ELPAC, CFA, iReady, and DIBELS data during PLC collaboration.
- Provide small group reading instruction focused on vocabulary, comprehension, and writing.
- Support newcomers, LTELs, and RFEP students through targeted instruction and monitoring.

Family Engagement

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

The school will provide inclusive opportunities for families to support student learning in reading and literacy. These opportunities will include:

- Hosting family literacy nights to model reading strategies, comprehension skills, and ways to support students at home.

- Providing workshops and resources for families on how to use programs such as iReady and support reading practice.
- Communicating regularly with families about student progress, reading goals, and ways to help at home.
- Offering translated materials and interpretation services to ensure access for all families, including English Learner families.
- Encouraging family participation through home reading activities, reading logs, and school-wide literacy events.

These efforts will strengthen the home-school connection and support student growth in reading.

Professional Learning

Describe Professional Learning related to this action.

Teachers will participate in ongoing professional learning to strengthen ELA instruction and improve student outcomes. This will include:

- Training on the implementation of a balanced literacy program, including guided reading, small group instruction, and writing instruction.
- Professional learning on using learning intentions, success criteria, and language objectives to support clarity and access for all students.
- Training on effective strategies for English Learners and African American students, including scaffolding, academic discourse, and culturally responsive teaching.
- Collaboration in PLCs to analyze student data (CFA, iReady, DIBELS) and adjust instruction based on student needs.
- Ongoing support from the ILT and district to ensure consistent, high-quality instruction across classrooms.

This professional learning will ensure teachers are equipped to provide effective, data-driven literacy instruction for all students.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Promising Evidence

Short-Term (Learning)
Expect to see

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

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

- By the end of 2nd quarter, 100% of classrooms will consistently post and implement learning intentions, success criteria, and language objectives, as measured through walkthroughs.

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.

- Increase the percentage of students meeting or exceeding benchmark on iReady Reading diagnostics by at least 10% from baseline.

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.

- Increase the percentage of students meeting or exceeding standards on SBAC ELA by at least 10% from the previous year.

- 100% of PLC+ teams will engage in ongoing cycles of teacher learning and collaboration, analyzing iReady data, CFA results, and identifying common challenges to improve instruction.
- At least 90% of teachers will implement targeted small group instruction based on iReady, CFA, and DIBELS data, as documented in PLC+ notes and lesson plans.
- At least 80% of students will demonstrate growth in reading, writing, and academic discussions during classroom observations using i-Ready and other district metrics.

- At least 35% of students will meet grade-level expectations on CFA and DIBELS assessments, showing improvement in identified common challenge areas (e.g., comprehension, vocabulary, written response).
- English Learners will demonstrate progress toward proficiency, with at least 55% meeting ELPI growth targets, as monitored through ELPAC-aligned data and PLC+ instructional adjustments.
- African American students will show improved performance, with a minimum 10% increase in ELA proficiency on CFA and iReady data.

- Achieve a 19% reclassification rate for English Learners, supported by consistent progress in iReady, CFA, and ELPAC data.
- Reduce the achievement gap for African American students and English Learners by at least 10 percentage points, as measured by SBAC, iReady, and CFA outcomes.
- At least 65% of all students will meet or exceed grade-level standards in reading, with sustained improvement across SBAC, iReady, and classroom assessment data.

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

Mathematics

Action Details

College & Career Readiness

Kirk Elementary will provide strong, balanced math instruction that builds both understanding and procedural skills. Using the adopted Math GVC, teachers will focus on high-quality first instruction, using Math Language Routines, effective lesson design, and strategies that promote academic language and discussion. We will follow FUSD's grade level math curriculum guidance documents.

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: Core Instruction (All Students)

- Deliver standards-aligned, grade-level math instruction for all TK–6 students using the district-adopted GVC,.
- Clearly communicate learning intentions, success criteria, and math language objectives during each lesson.
- Implement instruction aligned to the district grade level math curriculum guidance document to ensure consistent access to grade-level content.
- Provide daily opportunities for students to develop math fluency.
- Use Math Language Routines and structured discourse to promote academic language, reasoning, and student talk.
- Engage students in problem-solving, reasoning, and explaining their thinking using multiple strategies and representations.
- Use formative assessment and checks for understanding to monitor progress and adjust instruction in real time.
- Ensure all students have access to appropriate materials, tools, and visual supports to support learning.

Tier 2: Targeted Support (Some Students)

- Provide scheduled, protected time for supplemental math intervention during the instructional day.
- Deliver small group instruction focused on essential standards and identified skill gaps based on student data.
- Use CFA, iReady, and classroom assessment data to identify students and monitor progress.
- Provide targeted support for both academic skills and learning behaviors (e.g., task persistence, engagement, organization).
- Offer after-school academic support programs focused on math skill development.
- Provide supplemental contracts for certificated and classified staff to deliver small group and targeted instruction.

Tier 3: Intensive Support (Few Students)

- Identify students with significant academic needs through data analysis, SST processes, and diagnostic assessments.
- Conduct a diagnostic review of student needs to determine specific gaps in foundational and grade-level skills.
- Deliver explicit instruction focused on foundational skills, conceptual understanding, and problem-solving.
- Monitor student progress frequently using iReady, CFA, and diagnostic assessments, and adjust instruction as needed.
- Collaborate with teachers, intervention staff, and families to ensure consistent and aligned support for 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.

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

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

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

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

- Provide supplemental contracts for teachers and offer after-school math tutoring focused on problem-solving, fluency, and academic language.
- If appropriate, purchase supplemental math materials and technology (e.g., iReady) to support differentiated instruction.
- Provide professional development on effective strategies for EL students in math, including discourse and scaffolding.

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

- Provide supplemental contracts for teachers to provide Tier 2 and Tier 3 math support after school.
- If applicable, provide targeted intervention programs and materials to address gaps in math skills and language development.
- If applicable fund systems for progress monitoring and data analysis to track EL growth in math.

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

Our school will support English Learners in mathematics through strong instruction, collaboration, and ongoing monitoring. This includes support for all EL students, including **newcomers, Long-Term English Learners (LTELs), and reclassified students (RFEPs)**.

Classroom Instruction (All Teachers)

- Deliver standards-aligned math instruction using math GVC with clear learning intentions, success criteria, and math language objectives.
- Use Math Language Routines, sentence frames, visuals, and modeling to support understanding and academic language.
- Provide intentional opportunities for students to explain their thinking, engage in math discussions, and write about their reasoning.
- Integrate Designated and Integrated ELD strategies into math lessons to support language development.

Professional Learning Communities (PLC+)

- Analyze iReady, CFA, SBAC, and classroom data to monitor EL progress in math.
- Identify common challenges (e.g., problem-solving, vocabulary, explaining thinking) and plan targeted instruction.
- Engage in ongoing teacher learning and collaboration to improve strategies for supporting EL students.
- Adjust instruction and intervention based on data to support growth toward proficiency and reclassification goals.
- Grade-level planning meetings, data chat, collaborate as a team, and provide simple, focused math professional learning to better support students.

Instructional Leadership Team (ILT)

- Support teachers in implementing effective math strategies for EL students, including discourse and scaffolding.
- Conduct walkthroughs to monitor use of math language objectives, student discourse, and engagement.
- Provide professional learning focused on math language development, problem-solving, and student reasoning.
- Ensure EL students have equitable access to grade-level math content with appropriate supports.

District and Site Supports

- Use district-provided math curriculum, assessments, and professional development to support instruction.
- Collaborate with site academic coach and district teams to support data analysis and instructional planning for EL students.
- Monitor reclassified students (RFEP) to ensure continued success in grade-level math.

Student Groups

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

English Learner (EL):

- Offer supplemental contracts for teachers to offer after-school tutoring and extended learning programs focused on language development and academic skills.
- When applicable, purchase supplemental instructional materials to support vocabulary, comprehension, and math language.
- When applicable, provide technology-based programs (e.g., iReady) to support differentiated instruction.
- When appropriate, fund professional development on ELD strategies, scaffolding, and academic language development.

African American (AA):

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

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

English Learner (EL):

- Offer supplemental contracts for teachers to offer intervention teachers, certificated tutors, and instructional aides to provide targeted language and academic support.

- Provide additional instructional time for small group intervention in reading, writing, and math.
- Purchase targeted intervention programs and materials aligned to EL student needs.
- Support data systems and progress monitoring to track EL growth and adjust supports.

African American (AA):

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

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

English Learner (EL):

- Provide daily Designated and Integrated ELD instruction to support language development.
- Use learning intentions, success criteria, and language objectives to support access to content.
- Implement scaffolded strategies (sentence frames, visuals, modeling, structured discourse) across all subjects.
- Monitor progress through PLC+ cycles using ELPAC, CFA, iReady, and SBAC data, and adjust instruction.
- Provide targeted support for newcomers, LTELs, and RFEP students, including small group instruction and ongoing monitoring.
- Use SST processes to identify and support students needing additional academic or social-emotional support.

African American (AA):

- Deliver high-quality Tier 1 instruction with clear learning intentions, success criteria, and opportunities for student discourse.
- Use culturally responsive teaching practices and relevant texts/tasks to increase engagement and achievement.
- Monitor progress through PLC+ cycles using CFA, iReady, and SBAC data, and adjust instruction based on student needs.
- Provide targeted small group instruction to address gaps in reading, writing, and math.
- Use SST processes to identify and support students needing additional academic or social-emotional support.

Family Engagement

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

The school will provide inclusive opportunities for families to support student learning in mathematics. These opportunities will include:

- Hosting family math nights to model problem-solving strategies, math games, and ways families can support math learning at home.

- Providing workshops and resources to help families understand grade-level math expectations and how to support homework and practice.
- Sharing student progress data (iReady, CFA, report cards) and offering guidance on how families can support growth in math.
- Providing translated materials and interpretation services to ensure all families, including English Learner families, can fully participate.
- Offering access to online tools and programs (e.g., iReady) and training families on how to use them at home.
- Encouraging participation through home math activities, games, and school-wide events that promote math engagement.

These efforts will strengthen the connection between home and school and support student success in mathematics.

Professional Learning

Describe Professional Learning related to this action.

Teachers will participate in ongoing professional learning to strengthen math instruction and improve student outcomes. This will include:

- Training on the implementation of standards-aligned math instruction using GVC and the district math guiding documents.
- Professional learning on implementing learning intentions, success criteria, and math language objectives to support clarity and access for all students.
- Training on Math Language Routines, academic discourse, and problem-solving strategies to support student understanding and engagement.
- Professional learning on effective strategies for English Learners and African American students, including scaffolding and culturally responsive teaching.
- Collaboration in PLC+ to analyze iReady, CFA, and SBAC data, identify common challenges, and adjust instruction.
- Ongoing support from ILT and site academic coach to ensure consistent, high-quality math instruction across classrooms.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Promising Evidence

Short-Term (Learning)
Expect to see

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

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

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.

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.

- By the end of the 2nd quarter, 100% of classrooms will post and implement learning intentions, success criteria, and math language objectives, as measured through walkthroughs.
- 100% of PLC+ teams will engage in regular cycles of teacher learning, analyzing iReady, CFA, and classroom data, and identifying common challenges to adjust instruction every 6-8 weeks.
- At least 90% of teachers will implement small group math instruction based on identified student needs, as documented in PLC+ notes and lesson plans.
- At least 80% of students will actively engage in math discourse, problem-solving, and explaining their thinking during classroom observations.

- Increase the percentage of students meeting or exceeding benchmark on iReady Math diagnostics by at least 10% from baseline.
- At least 30% of students will meet grade-level expectations on CFA and district math assessments, showing improvement in common challenge areas (e.g., problem-solving, math vocabulary, explaining reasoning).
- English Learners will demonstrate progress toward proficiency, with at least 55% meeting ELPI growth targets, supported by improved performance in math language and problem-solving.
- African American students will show improved performance, with a minimum 10% increase in math proficiency on CFA and iReady data.

- Increase the percentage of students meeting or exceeding standards on SBAC Math by at least 10% from the previous year.
- Reduce the achievement gap for African American students and English Learners by at least 10 percentage points in math performance.
- At least 45% of all students will meet or exceed grade-level standards in math by the end of the school year.
- English Learners will demonstrate sustained growth in both mathematical understanding and academic language, contributing to progress toward 19% reclassification and improved ELPI outcomes.

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

English Language Development (ELD)

Action Details

Literacy Intervention

Kirk Elementary will provide professional development to strengthen ELD instruction, focusing on best practices for both Designated and Integrated ELD. The school will also implement a structured coaching plan that includes peer observations, model lessons, and PLC time for lesson planning and reviewing student data.

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 (Support for All English Learners)

- Provide both Designated and Integrated ELD instruction daily using GVC to help increase reclassification rates.
- Use small group instruction with targeted ELD strategies based on students' language levels and needs.
- Include ELD strategies in math, science, and social studies to support language development in all subjects.
- Provide professional development on how to analyze EL data and create a clear, schoolwide system for tracking EL progress.
- Offer structured instructional coaching with real-time feedback and modeled lessons for teachers.

Tier 2 (Additional Support for Some Students)

- Provide evidence-based ELD interventions for students who are not making enough progress.
- Use an Inter-Act Fellow to tutor long-term English Learners using targeted ELD strategies and an online ELD program.

Tier 3 (Intensive Support for a Few Students)

- Use the Student Success Team (SST) and Targeted Support Team (TST) to provide individualized support, monitor progress, and connect students to additional services as needed.
- Provide social-emotional support through a counselor (such as All 4 Youth) to support students, families, and staff.

English Learner Students

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

- Long-Term English Learners will improve by at least one ELPI level on the ELPAC, demonstrating growth in language proficiency.
- All students will receive daily Designated ELD instruction, and Integrated ELD will be embedded across all subject areas to support language development throughout the day.
- Classroom instruction will emphasize the development of academic vocabulary, with structured opportunities for students to practice speaking, reading, and writing.
- Long-Term English Learners will be offered additional after-school tutoring through with teachers on a supplemental contract to strengthen language skills and support progress toward reclassification.
- Teachers will monitor the progress of Reclassified Fluent English Proficient (RFEP) students using ELLevation to ensure continued academic success and provide additional support as needed.

Student Groups

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

English Learner (EL):

- Provide supplemental contracts for teachers to offer after-school tutoring programs and extended learning opportunities focused on literacy and language development.
- Provide additional instructional materials and technology (e.g., iReady) to support differentiated instruction.
- Support professional development for teachers on effective EL strategies, including ELD, scaffolding, and data use.

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

English Learner (EL):

- Provide supplemental contracts for teachers to provide small group instruction for EL students after school.
- Support targeted intervention programs and materials for LTELs and students needing additional language support.
- Provide resources for progress monitoring and data analysis to track EL growth.
- **EL Funds:**
- Provide Designated ELD curriculum, materials, and supplemental resources aligned to ELD standards.
- When applicable, fund professional development focused specifically on ELD instruction, language objectives, and strategies for newcomer and LTEL students.
- Support family engagement activities and translation services to increase communication and involvement of EL families.

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

As a school site, we will implement a coordinated system of supports for English Learners through the work of teachers, PLCs, the Instructional Leadership Team (ILT), and district-provided resources to ensure all EL students are reclassified and are making progress toward English proficiency and academic success.

Family Engagement

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

The school will provide inclusive opportunities to support families of English Learners in developing their child's reading and language skills. These opportunities will include:

- Hosting family literacy nights focused on strategies to support reading, vocabulary, and language development at home.
- Providing workshops for EL families on how to support their child with reading and how to use tools such as iReady.
- Sharing student progress on ELPAC, iReady, and classroom assessments, along with clear ways families can support learning at home.
- Providing translated materials and interpretation services to ensure all families can fully participate.
- Offering guidance on how to support academic vocabulary and reading comprehension through simple home activities.
- Encouraging participation through home reading routines and family literacy activities.

These efforts will strengthen the home-school connection and support English Learners in building literacy and language skills.

Professional Learning

Describe Professional Learning related to this action.

Teachers will participate in ongoing professional learning to improve instruction for English Learners in ELA. This will include:

- Training on Designated and Integrated ELD to support language development within reading and writing instruction.
- Professional learning on using learning intentions, success criteria, and language objectives to make instruction clear and accessible.
- Training on effective scaffolding strategies (sentence frames, modeling, visuals, structured discourse) to support comprehension and language development.
- Professional learning focused on academic vocabulary development and reading comprehension strategies for EL students.
- Collaboration in PLC+ to analyze ELPAC, iReady, and CFA data, identify common challenges, and adjust instruction.
- Ongoing support from ILT and the district to ensure consistent, high-quality instruction for EL students across classrooms.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Promising Evidence

Short-Term (Learning)

Expect to see

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

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

- By the end of 2nd quarter, 100% of classrooms will implement Designated and Integrated ELD, including clear learning intentions, success criteria, and language objectives, as measured by walkthroughs.
- 100% of PLC+ teams will analyze ELPAC, iReady, and CFA data every 6-8 weeks and identify common challenges (e.g., vocabulary, comprehension, writing) to adjust instruction.
- At least 90% of teachers will use scaffolding strategies (sentence frames, visuals, structured discourse) to support EL students, as observed in classrooms.
- At least 80% of EL students will actively participate in reading, writing, and academic discussions during ELA instruction.

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.

- At least 55% of English Learners will meet ELPI growth targets, as measured by ELPAC data.
- Increase the percentage of EL students meeting or exceeding benchmark on iReady Reading diagnostics by at least 10% from baseline.
- At least 45% of EL students will meet grade-level expectations on CFA and classroom assessments, showing improvement in identified common challenge areas.
- Long-Term English Learners will demonstrate growth, with an increased number improving at least one ELPI level.

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.

- Achieve a 19% reclassification rate (RFEP) for English Learners.
- Increase the percentage of EL students meeting or exceeding standards on SBAC ELA by at least 10% from the previous year.
- Reduce the achievement gap between English Learners and all students by at least 10 percentage points in ELA.
- Ensure sustained success of reclassified students, with RFEP students maintaining grade-level performance as monitored through ELLevation, SBAC, and iReady data.

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2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0270 Kirk Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			G1: A1, A2, A3; G2: A2, A3 - To provide substitute coverage for classroom teacher to plan, prep, analyze Titl1 1 student data and support Title 1 students in SEL, along with building teacher capacity through professional development. **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	10,000.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			G1: A1, A2, A3; G2: A2, A3 - To provide supplemental contracts for teacher to plan, prep, analyze student data and support Title 1 students in SEL, along with building teacher capacity through professional development during school year, after the academic school year, and or before school year starts. **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	6,000.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			G1: A1, A2, A3 - Purchase instructional software to support students in ELA, Math, and ELD.	5,000.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			G1: A1, A2, A3 - To purchase materials and supplies to support teachers and students in ELA, Math, and ELD. **No Food or Incentives**	10,936.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: G1: A1, A2, A3 - To purchase technology for Title 1 students to use for ELA and Math.	10,500.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			TBD : G1: A1, A2, A3; G2: A1; G3: A1 - To provide graphics for Title 1 students to enhance their learning and provide communication to engage families.	2,000.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375	G1: A1, A3 - Certificated tutor will provide intervention for students according to school data such as i-ready, SBAC, and site based data. **Budget lines for personnel include salaries and related benefits	48,444.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			G1: A1, A2, A3; G2: A2, A3 - To provide substitute coverage for classroom teacher to plan, prep, analyze student data and support students in SEL, along with building teacher capacity through professional development. **Budget lines for personnel include salaries and related benefits	10,000.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			G1: A1, A2, A3; G2: A2, A3 - To provide supplemental contracts for teacher to plan, prep, analyze student data and support students in SEL, along with building teacher capacity through professional development	15,000.00

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0270 Kirk Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1		Instruction	Teacher-Supp			during school year, after the academic school year, and or before school year starts. **Budget lines for personnel include salaries and related benefits	15,000.00
G1A1	Sup & Conc	Instruction	Oth Cls-Supp			G1: A1, A2, A3; G2: A2, A3 - To provide classified staff with dedicated time to plan, prepare, analyze student data, and to support students in ELA, Math, and SEL, while also building their capacity through professional development. **Budget lines for personnel include salaries and related benefits	3,000.00
G1A1	Sup & Conc	Instruction	Oth Cls-Supp			G1: A1, A2, A3; G2: G2: A2, A3 - Supplemental Contracts for Classified Staff to provide extra support to students with activities such as clubs, extracurricular activities, tutoring and prep work in areas such as ELA, Math, and SEL. **Budget lines for personnel include salaries and related benefits	3,000.00
G1A1	Sup & Conc	Instruction	Bks & Ref			G1: A1, A2, A3 - To purchase professional books for teachers to build learn and build capacity to support students.	1,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			G1: A1, A2, A3 - To purchase materials and supplies to support teachers and students in ELA, Math, ELD and SEL.	14,144.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			G1: A1, A2, A3 - To purchase classroom technology to support students and teachers in classroom.	5,000.00
G1A1	Sup & Conc	Instruction	Travel			: G1: A1, A2, A3; G2: A2, A3 - Professional Learning Conference or opportunities for staff increase capacity to support students in academics and SEL.	5,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: G1: A1, A2, A3 - To repair technology for students and teachers to use in the classroom for ELA, Math, and ELD.	2,000.00
G1A1	Sup & Conc	Instructional Supervision & Admi	Crt Supr-Sub			G1: A1, A2, A3; G2: A2, A3 - To provide admin coverage for administrators to build their capacity at conferences and professional learning to support teachers and students in ELA, Math, ELD, and SEL. **Budget lines for personnel include salaries and related benefits	3,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			G1: A3 - To pay ELPAC assessors to assess English Learner students for the ELPAC Test **Budget lines for personnel include salaries and related benefits	10,000.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			G1: A3 - Substitutes to cover teacher so they can plan, analyze data/student work,	9,865.00

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0270 Kirk Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A3		Instruction	Teacher-Subs			collaborate, and attend professional development to support EL students. **Budget lines for personnel include salaries and related benefits	9,865.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			G1: A3 - Supplemental contracts for teachers to plan, analyze, EL student data to support EL students in Reading, Math, and ELD. **Budget lines for personnel include salaries and related benefits	15,000.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			: G1: A3 - To purchase technology for EL students and teachers teaching EL students in ELA, Math, and ELD.	4,000.00
G1A4	LCFF: EL	Instruction	Mat & Supp			G1: A1, A2, A3 - To purchase materials and supplies to support English Learner Students achieve in ELA and Math.	13,016.00

$205,905.00

Kirk Elementary 2026-2027 - SPSA Draft Edits

Action

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

College and Career Readiness

Action Details

College & Career Readiness

Kirk will engage all students in taking part of learning experiences that are student-centered and connected to the real world. These experiences will help students become college and career ready.

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):

Kirk School will provide direct instructional services to all students to build college and career awareness through integrated instruction, enrichment opportunities, and reflection.

- Deliver integrated instruction across content areas, to build background knowledge and connect learning to real-world applications.
- Provide follow-up lessons after ancillary learning experiences (e.g., guest speakers, field trips, events) to support student reflection and deepen understanding.
- Facilitate student reflection activities (journals, writing tasks, and discussions) to help students process and apply learning from ancillary activities, clubs, sports, arts, and other experiences.
- When appropriate, host guest speakers, motivational speakers, and service-learning opportunities to expose students to careers and real-world experiences.
- Provide school-wide cultural events, assemblies, rallies, and informational days to build awareness of college pathways, careers, and community connections.
- Support student engagement through clubs and enrichment activities, with supplemental contracts for certificated and classified staff to provide direct instruction and supervision.
- Expand and utilize the media center with materials and resources that allow students to explore careers, colleges, and areas of interest.
- Ensure students have access to instructional materials, technology, and resources that support research, inquiry, and project-based learning related to college and career readiness.

English Learner Students

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

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

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

- If applicable, purchase instructional materials and resources that support college and career exploration, including research projects and real-world learning activities.
- Provide access to technology and programs (e.g., iReady) to strengthen literacy and math skills needed for college and career readiness.
- Support classroom-based enrichment experiences (e.g., guest speakers, career exploration lessons) connected to ELA, math, and science instruction.
- Offer applicable professional development for teachers on integrating college and career readiness into daily instruction, with a focus on supporting EL students.

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

- If applicable, purchase supplemental ELD and content materials that build academic vocabulary and support understanding of college and career concepts.
- Offer applicable professional learning focused on ELD strategies, academic language, and real-world application of content.
- Support family engagement and translation services to increase awareness of college and career pathways for EL families.

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

- Provide integrated instruction across content areas, including science, to build background knowledge and connect learning to real-world applications.
- Deliver follow-up lessons after guest speakers and classroom experiences to help EL students reflect and build understanding of careers and future opportunities.
- Use Designated and Integrated ELD strategies to support EL students in developing the academic language needed for college and career readiness.
- Provide targeted support for newcomers, LTELs, and RFEP students, including scaffolds such as sentence frames, visuals, and structured discussions.
- Facilitate student reflection activities (writing, discussions, journals) to help students connect their learning experiences to future goals.
- Use PLC+ cycles to analyze ELPAC, iReady, and CFA data to identify needs and adjust instruction to support EL student growth.
- Monitor RFEP students using ELLevation to ensure continued academic success and readiness for future opportunities.
- Provide opportunities within the classroom for career exploration, goal setting, and exposure to real-world connections, recognizing that extracurricular activities are supported through Goal 2.

Student Groups

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

- If applicable, purchase instructional materials, books, and technology to support college and career exploration, research, and project-based learning.
- When applicable, fund guest speakers and in-class enrichment experiences that connect academic content to real-world careers.
- Provide professional development for teachers on integrating college and career readiness into daily instruction.
- Support materials and supplies for student reflection activities, including writing, projects, and presentations connected to career exploration.

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

- When appropriate, purchase supplemental materials and resources (books, digital tools, media center resources) focused on careers, colleges, and real-world applications.
- Provide professional learning focused on integrating real-world connections, academic language, and career exploration into instruction.

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

- Deliver integrated instruction across content areas, including science, to build background knowledge and connect learning to real-world applications.
- Provide follow-up lessons after guest speakers, ancillary experiences, and classroom experiences to help students reflect and deepen understanding.
- Facilitate student reflection activities (journals, writing tasks, discussions) to connect learning experiences to future goals.
- Host guest speakers, motivational speakers, and classroom-based career exploration opportunities.
- Provide school-wide events, assemblies, and informational days to build awareness of college and career pathways.
- Expand and utilize the media center to allow students to explore careers, colleges, and areas of interest.
- Support student engagement through clubs and enrichment opportunities (aligned with district Goal 2 for extracurricular activities).

- Use PLC+ collaboration to plan and refine instruction that connects academic content to college and career readiness.

Family Engagement

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

The school will provide inclusive opportunities to engage families in supporting their child's college and career awareness. These opportunities will include:

- Hosting family information nights focused on college and career pathways, including how families can support student goals.
- Providing workshops and resources to help families understand how academic skills connect to future careers.
- Sharing student learning experiences (projects, reflections, and activities) that highlight career exploration and real-world connections.
- Offering translated materials and interpretation services to ensure all families can fully participate.
- Encouraging family participation in school events, guest speaker sessions, and career-focused activities.
- Providing guidance on how families can support goal setting, study habits, and future planning at home.

These efforts will strengthen the partnership between school and families and support students in preparing for college and career pathways.

Professional Learning

Describe Professional Learning related to this action.

Teachers will participate in ongoing professional learning to strengthen instruction that supports college and career readiness. This will include:

- Training on how to integrate real-world connections and career exploration into daily instruction across content areas.
- When appropriate, provide professional learning on designing project-based learning and inquiry tasks that connect academic content to real-life applications.
- Training on supporting students in goal setting, reflection, and building awareness of future opportunities.
- Collaboration in PLC+ to plan lessons that connect ELA, math, and science content to college and career pathways.
- When appropriate, provide professional learning on strategies to support all learners, including English Learners and underserved student groups, in accessing college and career content.
- Ongoing support from ILT and the district to ensure consistent implementation of college and career readiness practices across classrooms.

Progress Monitoring: Outcomes

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.

- At the end of the school year, 100% of classrooms will implement at least one college and career connection within instruction, including real-world examples, guest speakers, or project-based learning, as measured through lesson plans.
- At least 90% of teachers will provide follow-up lessons and reflection activities after enrichment experiences (e.g., guest speakers, events), as evidenced in lesson plans and student work.
- At least 80% of students will complete reflection activities (writing, discussions, or projects) demonstrating connections between their learning and future goals.

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.

- At least 70% of students will demonstrate increased awareness of college and career pathways, as measured through student reflections, surveys, or classroom assessments.
- Increase student participation in college and career-related classroom activities (projects, discussions, research) by at least 10% from baseline.
- Students will show improvement in academic skills connected to readiness (e.g., writing, problem-solving, critical thinking), as measured by CFA and iReady data.
- English Learners and targeted student groups will demonstrate increased engagement and participation in career-connected learning activities.

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.

- At least 75% of students will demonstrate readiness skills, including goal setting, problem-solving, and application of learning to real-world contexts.
- Increase the percentage of students meeting or exceeding standards on SBAC ELA and Math by at least 10%, reflecting improved readiness skills.
- Reduce achievement gaps for English Learners and African American students by at least 10 percentage points in ELA and Math.
- Students will demonstrate sustained ability to connect academic learning to future college and career goals, as evidenced through student work, reflections, and surveys.

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

Suspensions

Action Details

Life Skills

Kirk Elementary will use a Multi-Tiered System of Support (MTSS) to reduce the suspension.

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 (Support for All Students)

- The Climate and Culture team will have opportunities to collaborate and carry out actions aligned with the CCT rubric. This includes monthly meetings, planning sessions before and after the school year, and campus observations to review logistics and procedures.
- CHAMPS behavior expectations in every classroom
- SEL Block to teach district adopted SEL Curriculum every week (Second Step)
- Student Council to give students a voice in school rules, expectations, and positive behavior
- Peace Makers Club
- Anti-bullying rallies
- Kirk Positive Behavior Treasure Box
- Student incentives and awards
- Lions Club celebrations
- School wide incentives.
- Mentors to support students in developing calming, coping, and relationship skills to reduce misbehavior and suspensions.

Enrichment Opportunities to Build Connection and Engagement:

- Ancillary experiences beyond district-sponsored trips (such as Fresno State, Fresno City College, Fresno Pacific, Arte Américas, Fresno Art Museum, African American Museum, City Hall, Fresno Unified Board Room, Pismo Beach, Fresno State sporting events, Fresno Waste Management, and similar experiences)
- Clubs, sports, and extracurricular activities to increase school connectedness and student engagement

Tier 2 (Additional Support for Some Students)

- SEL (Social-Emotional Learning) groups with Tier 2 specialist

- Create Meaningful Work assignments to repair harm and rebuild trust
- Restorative disciplinary consequences that allow students to make things right with the school community
- Informal behavior plans
- Mentoring programs such as Success Mentors, Young Men of Character, and Girl Power

Tier 3 (Intensive Support for a Few Students)

- Formal behavior intervention plans
- Re-entry meetings after suspensions
- Monitoring suspension data using PowerBI
- Problem Solving Team (PST) meetings for academic and behavior concerns
- Student Success Team (SST) meetings for individualized support

English Learner Students

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

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

- English Learners

2. Using Title 1 funds only:

- If appropriate, fund supplemental social-emotional learning (SEL) materials and curriculum to support positive behavior and self-regulation.
- If appropriate, provide professional development for teachers on classroom management, culturally responsive practices, and supporting EL students' behavior and engagement.
- When necessary, purchase materials and resources that support student engagement and reduce off-task behaviors (e.g., structured activities, classroom supports).
- Support parent workshops and resources to strengthen home-school connections and reinforce positive behavior strategies.

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

- If appropriate, fund additional supports such as mentors or specialists to provide targeted support for EL students needing additional behavioral and academic assistance.
- If appropriate, provide targeted intervention programs and materials that support both language development and social-emotional skills.
- When appropriate, fund professional learning focused on restorative practices, de-escalation strategies, and supporting newcomer and LTEL students.
- Support translation services and family engagement efforts to improve communication and collaboration with EL families.

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

- Implement Designated and Integrated ELD instruction to support language development and reduce frustration that may lead to behavior challenges.
- Use clear learning intentions, success criteria, and language objectives to improve student understanding and engagement.
- Teach and reinforce school-wide behavior expectations and social-emotional skills through consistent routines and instruction.
- Use restorative practices and positive behavior strategies to address student behavior and reduce suspensions.
- Provide targeted support for newcomers, LTELs, and RFEP students, including scaffolds such as visuals, sentence frames, and structured support.
- Use PLC+ cycles to analyze behavior data, ELPAC, iReady, and CFA data to identify trends and adjust supports.
- Collaborate through SST processes to identify students needing additional academic, behavioral, or social-emotional support.
- Monitor RFEP students using ELLevation to ensure continued success and prevent disengagement.
- Strengthen family communication and partnerships to support positive behavior and student success.

Student Groups

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

African American (AA):

- If applicable, fund social-emotional learning (SEL) curriculum and materials to support positive behavior, self-regulation, and conflict resolution.
- If applicable, provide professional development for teachers on culturally responsive teaching, implicit bias, and effective classroom management strategies.
- When appropriate, purchase high-interest and culturally relevant materials to increase student engagement and connection to learning.
- Support family engagement workshops and resources focused on building positive behavior and strong home-school partnerships.

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

African American (AA):

- Fund mentors to support students in developing calming, coping, and relationship skills to reduce misbehavior and suspensions.
- Provide targeted intervention programs and materials that address both academic needs and social-emotional development.
- When applicable, fund professional learning on restorative practices, de-escalation strategies, and building positive relationships with students.
- Support mentoring programs or structured student support opportunities to increase engagement and connection to school.

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

African American (AA):

- Implement culturally responsive teaching practices to build strong relationships and increase student engagement.
- Clearly communicate and consistently reinforce school-wide behavior expectations and routines.
- Use restorative practices and positive behavior supports to address conflicts and reduce suspensions.
- Provide opportunities for student voice, leadership, and engagement in classroom and school activities.
- Use PLC+ cycles to analyze behavior, attendance, and academic data (CFA, iReady, SBAC) to identify trends and adjust supports.
- Provide targeted small group support for students needing additional academic or behavioral support.
- Use SST processes to identify and support students needing additional academic, behavioral, or social-emotional interventions.

Family Engagement

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

The school will provide inclusive opportunities to partner with families to support positive student behavior and reduce suspensions. These opportunities will include:

- Hosting family workshops and information sessions on positive behavior strategies, social-emotional learning, and ways to support students at home.
- Providing regular communication with families about student behavior, progress, and supports in place, including proactive outreach.
- Offering translated materials and interpretation services to ensure all families can fully participate.
- Engaging families in restorative conversations and problem-solving meetings to support student success.
- Providing information about mentoring programs and student support services, and encouraging family participation.
- Sharing resources to support attendance, behavior expectations, and social-emotional development at home.

These efforts will strengthen partnerships with families and create a consistent approach to supporting positive student behavior.

Professional Learning

Describe Professional Learning related to this action.

Teachers and staff will participate in ongoing professional learning to improve student behavior and reduce suspensions. This will include:

- Training on restorative practices and de-escalation strategies to address behavior in a supportive and proactive way.
- Professional learning on culturally responsive practices and implicit bias to ensure equitable and inclusive discipline practices.
- Training on social-emotional learning (SEL) and strategies to teach and reinforce positive behavior in the classroom.
- Professional learning on building strong relationships, student engagement, and classroom community.
- Collaboration in PLC+ to analyze behavior and attendance data, identify trends, and adjust supports to reduce suspensions.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see

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

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

- By the end of the 1st quarter, 100% of classrooms will implement and reinforce school-wide behavior expectations and routines, as measured through walkthroughs.
- 100% of staff will implement levels of misbehaviors as evidenced by reduced office referrals and walkthrough observations.
- CCT will review behavior, attendance, and academic data every 4–6 weeks and identify trends and targeted supports.
- At least 90% of identified students will be connected to mentoring, targeted supports such as Tier 2 support within 2 weeks of identification.

Shape these behaviors...

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

- Reduce office discipline referrals by at least 10% from baseline.
- Reduce suspension rates by at least 10% from the previous year.
- Increase student engagement and positive behavior, with at least 80% of students consistently meeting behavior expectations.
- Targeted student groups (e.g., English Learners, African American students) will show a 10% reduction in behavior incidents.

And ultimately achieve these impacts.

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

- Reduce overall suspension rates by at least 20% over time.
- Eliminate or significantly reduce disproportionality in suspensions for targeted student groups.
- At least 85% of students will consistently demonstrate positive behavior and engagement.
- Improved school climate and sense of belonging, as measured by student surveys and reduced behavior incidents.

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

Chronic Absenteeism

Action Details

Life Skills

Kirk Elementary School will implement a Multi-Tiered System of Supports (MTSS) to improve student attendance by promoting engagement, strengthening relationships, and addressing barriers to attendance through targeted instruction and support.

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 – Universal Supports (All Students)

- Provide regular communication with families regarding attendance expectations and student progress using multiple platforms (e.g., Parent Square), supported by the Home School Liaison (HSL) and office staff.
- Implement schoolwide attendance campaigns and challenges, including incentives for students and classrooms to promote positive attendance habits.
- Provide materials and supplies that support student engagement, including classroom resources, incentives, and spirit wear to build school pride and connectedness.
- Deliver Second Step lessons and classroom meetings to support social-emotional learning, relationship building, and student well-being.
- Implement schoolwide restorative practices to build a positive school climate and reduce barriers to attendance.
- Host family engagement events (e.g., Community Schools activities, Family Literacy Nights, and parent meetings) to strengthen family partnerships and support attendance.
- Provide access to mentoring programs (e.g., Girl Power, Young Men of Character) to increase student connection and engagement with school.
- HSL will conduct home visits to connect with families around attendance.

Tier 2 – Targeted Supports (Some Students)

- Provide daily mentoring and monitoring for students who are frequently absent or tardy.
- Implement a check-in/check-out system with incentives to support improved attendance and engagement.
- Conduct home visits by the Home School Liaison to address barriers and strengthen family support.
- Provide support from mentors and Tier 2 specialist to address behavior, conflict, and social-emotional needs impacting attendance.
- Offer attendance incentives for students demonstrating improvement.
- Provide targeted support from an intervention specialist for students needing additional academic and behavioral support.

Tier 3 – Intensive Supports (Few Students)

- Provide school psychologist support to address mental health, behavior, and attendance barriers.
- Conduct Targeted Support Team (TST) and Student Success Team (SST) meetings to develop individualized plans.
- Utilize the Attendance Team to monitor and respond to chronic absenteeism.

- Hold parent meetings aligned to district attendance guidelines to address ongoing concerns.
- Implement the SARB (School Attendance Review Board) process for students with severe attendance issues.

Materials and Supplies (Curriculum and Instruction)

- Provide SEL curriculum (Second Step) and materials to support student well-being and engagement.
- If applicable, purchase attendance incentives, recognition materials, and supplies to reinforce positive attendance.
- Utilize communication tools and resources (e.g., Parent Square) to maintain consistent family outreach.
- Provide materials to support mentoring programs and student engagement activities.

English Learner Students

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

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

The chronic absenteeism rate for English Learner students in 2025-26 is 12%; drastically lower than the school-wide chronic absenteeism average.

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

- Provide materials and supplies for parent information and education meetings, including attendance awareness and strategies to support student success.
- Fund childcare/babysitting services to increase family participation in meetings and workshops.
- Provide translation services and translated materials to ensure all EL families can access information.
- Purchase family engagement resources (e.g., take-home materials, attendance guides, literacy supports) to strengthen home-school connections.

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

- Provide materials, supplies, and incentives (e.g., recognition awards, certificates, student rewards) to promote improved attendance and engagement.
- Fund targeted attendance support programs, including mentoring and check-in/check-out systems for EL students.
- Purchase supplemental materials and resources that support student engagement and connection to school.
- Provide resources to support family outreach efforts, including attendance campaigns and communication tools.

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

- Utilize a Spanish-speaking Home School Liaison and Hmong-speaking paraprofessional to support communication, build relationships, and improve attendance.
- Provide interpreters for ELAC, SSC, Annual Title 1 meetings and communicate the importance of regular attendance to families.
- Conduct SST meetings to support students with ongoing attendance concerns.
- Use TST meetings to identify students who are chronically absent or at risk and provide early intervention.
- Provide regular communication with families through Parent Square, phone calls, and meetings to address attendance concerns.
- Implement proactive outreach, including home visits and personalized support, to address barriers to attendance.
- Integrate social-emotional supports and restorative practices to improve student connection and engagement in school.

Student Groups

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

African American (AA):

- Provide materials and supplies for parent information and education meetings focused on attendance, student success, and available supports.
- Fund childcare/babysitting services to increase family participation in school meetings and workshops.
- Support mentoring programs through partnerships with community based organizations such as A4 and United Black Men.
- Purchase family engagement materials and resources (e.g., attendance guides, take-home supports, communication tools).
- Provide translation and outreach materials to ensure clear and consistent communication with families.
- Fund parent workshops focused on attendance, behavior supports, and academic success strategies

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

African American (AA):

- Provide materials, supplies, and incentives (e.g., recognition awards, attendance rewards, classroom competitions) to promote improved attendance.
- Fund targeted mentoring and student engagement programs to increase connection to school.
- Support intervention programs and materials to address academic gaps contributing to disengagement.
- Provide staff support (e.g., aides, tutors, or additional time) to monitor and support attendance and engagement.
- Fund schoolwide attendance campaigns and activities designed to motivate and recognize improved attendance.
- Purchase resources to support restorative practices and social-emotional learning.
- CCT will analyze, monitor, and implement school wide actions to promote attendance.

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

African American (AA):

- When applicable, provide professional learning for teachers on culturally responsive teaching, relationship building, and engagement strategies.
- If available, implement mentoring programs (e.g., A4, United Black Men) to build strong relationships and increase student connection to school.
- Provide teachers supplemental contracts to provide targeted tutoring and small group instruction during the school day and after school to support academic success.
- Use PLC+ cycles to analyze attendance, behavior, and academic data (CFA, iReady, SBAC) and identify trends and common challenges.
- Conduct SST and TST meetings to identify students who are chronically absent or at risk and develop intervention plans.
- Increase family communication and outreach through calls, meetings, and home visits to address attendance barriers.
- Provide student engagement opportunities (leadership, voice, culturally relevant activities) to increase belonging and motivation.
- Use restorative practices and SEL supports to improve school climate and reduce disengagement.

Family Engagement

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

The school will provide inclusive opportunities to partner with families to improve student attendance and reduce chronic absenteeism. These opportunities will include:

- Hosting family workshops and information sessions focused on the importance of daily attendance and its impact on student success.
- Providing regular communication with families (calls, Parent Square, meetings) to share attendance data, concerns, and strategies for improvement.
- Offering translated materials and interpretation services to ensure all families can access information and participate.
- Conducting home visits and personalized outreach for families of students with attendance concerns.
- Engaging families in attendance campaigns, recognition events, and celebrations to reinforce positive attendance habits.
- Providing resources and guidance to support routines, transportation solutions, and student wellness at home.

These efforts will strengthen family partnerships and create a shared responsibility for improving student attendance.

Professional Learning

Describe Professional Learning related to this action.

Teachers and staff will participate in ongoing professional learning to improve attendance and student engagement. This will include:

- If available, provide training on identifying early warning signs of chronic absenteeism and implementing proactive supports.
- If available, provide professional learning on culturally responsive practices and relationship building to increase student connection to school.
- Professional learning on effective family communication and engagement strategies to support attendance improvement.
- Collaboration in PLC+ to analyze attendance, behavior, and academic data, identify trends, and plan targeted interventions.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see

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

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

- By the end the 1st quarter, 100% of classrooms will communicate and reinforce attendance expectations during back to school night and parent teacher conferences.
- CCT team will review attendance, behavior, and academic data every 6-8 weeks and identify students needing support.
- At least 90% of identified students will be connected to mentoring, check-in/check-out systems, or targeted supports within 2 weeks of identification.
- Increase family communication, with 100% of families of at-risk students contacted monthly regarding attendance concerns.

Shape these behaviors...

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

- Reduce the percentage of students who are chronically absent by at least 5–10% from baseline.
- Increase average daily attendance (ADA) by at least 2–3 percentage points.
- At least 75% of students identified as at-risk will show improved attendance over time.
- Targeted student groups (e.g., African American students, English Learners) will show a 10% reduction in chronic absenteeism rates.

And ultimately achieve these impacts.

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

- Reduce overall chronic absenteeism rates by at least 10–15% over time.
- Eliminate or significantly reduce attendance gaps between student groups.
- At least 90% of students will attend school regularly and meet attendance expectations.
- Improved student engagement, academic performance, and school climate, as reflected in attendance, behavior, and achievement data.

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

Prop 28

Action Details

Life Skills

Kirk School will use Proposition 28 funds to support and grow its arts programs by providing materials, resources, and support for dance, choir, band, and strings so all students can participate in the arts.

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):

- Provide instruction in visual and performing arts including dance, choir, band, and strings
- Ensure all students have access to arts programs during the school day
- Use Proposition 28 funds to purchase materials, instruments, and supplies for arts programs
- Provide sheet music, costumes, and performance materials to support student learning
- Maintain and repair musical instruments and equipment
- Offer opportunities for students to perform and showcase their learning
- Support teachers and instructors with resources and professional learning in arts education
- Integrate arts into the school program to support student engagement and creativity
- Purchase materials, supplies, and services to improve spaces where students can practice and perform.

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.

- Provide opportunities for EL students to build language skills through music and arts (speaking, listening, reading, and performing)

- Support vocabulary development and comprehension through participation in dance, choir, band, and strings
- Engage students in collaborative activities that promote communication and confidence
- Support newcomer students with visual, auditory, and hands-on learning experiences to build language and connection to school
- Provide structured practice and performance opportunities to support Long-Term English Learners (LTELs) in developing academic language
- Offer leadership and participation opportunities for reclassified students to maintain and strengthen language fluency
- Create inclusive environments where students can express themselves beyond language barriers
- Use instructional strategies such as modeling, visuals, repetition, and peer collaboration to support EL access
- Promote student engagement and a sense of belonging through participation in arts programs

Student Groups

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

- Purchase supplemental instructional materials and supplies to support core instruction in ELA and Math
- Purchase technology (software licenses, devices, and instructional programs) to support student learning
- Fund substitutes for teacher collaboration, planning days, and professional development
- Provide materials and supplies for family engagement activities and workshops
- Support extended learning opportunities such as tutoring or intervention programs

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

- Purchase materials, instruments, and supplies for visual and performing arts (dance, choir, band, strings)
- Fund maintenance and repair of instruments and equipment
- Provide sheet music, costumes, and performance-related materials
- Support contracts for arts instructors, coaching, or specialized services
- Provide professional learning for staff supporting arts education

- Fund student participation in performances, showcases, and related experiences

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

- Ensure access to enrichment opportunities, including visual and performing arts programs
- Increase student engagement through real-world learning experiences and hands-on activities
- Build a positive school culture that supports student well-being and academic success
- Partner with families to support student learning and increase engagement

Family Engagement

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

- Provide opportunities for families to attend student performances such as dance, choir, band, and strings concerts
- Share information with families through ParentSquare and school events to keep them informed about arts programs
- Invite families to participate in school events that celebrate student learning and creativity
- Create welcoming and inclusive events that encourage all families, including EL families, to attend and engage
- Provide translated communication and support to ensure all families can access information
- Offer opportunities for families to give feedback and share input on school programs

Professional Learning

Describe Professional Learning related to this action.

- Provide training for teachers and staff on integrating arts into daily instruction to increase student engagement
- Offer professional learning on strategies to support English Learners through music and arts
- Provide ongoing coaching and support to strengthen instructional practices in arts integration

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.

Expect to see:

- Increase student participation in dance, choir, band, and strings
- Build student knowledge of basic music and performance skills
- Increase use of academic and arts-related vocabulary, especially for EL students
- Improve student confidence in speaking, listening, and performing

Measurement & Monitor

- Track student attendance and participation in arts programs
- Collect teacher observations and student work samples
- Use informal assessments and performance check-ins

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.

Want to see:

- Increase student engagement and active participation in class
- Strengthen student collaboration and communication skills
- Improve student confidence in performances and classroom participation
- Improve EL student language development and academic participation

Measurement & Monitoring:

- Conduct classroom observations and engagement walk-throughs
- Review student performances (concerts, showcases)
- Monitor EL progress using ELPAC and classroom data

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.

Hope to see:

- Improve overall student achievement and language proficiency
- Increase student sense of belonging and positive school climate
- Increase EL student success across content areas
- Sustain strong participation in arts programs for all students

Measurement & Monitoring:

- Analyze SBAC, ELPAC, and district benchmark data
- Review school climate and culture survey results
- Track long-term participation in arts programs
- Monitor progress by administration, and teachers.

- Monitor progress by teachers, arts instructors, and administration

- Collect student and staff survey feedback
- Monitor progress by teachers, and administration

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0270 Kirk 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	Teacher-Supp			G2: A1 - To provide students with before school, during school, or after school clubs for engagement and teacher planning for ELA, Math, EL students. **Budget lines for personnel include salaries and related benefits	5,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: G2: A1, A2, A3; G1: A1, A2, A3 - To provide students with college and career experiences along with real word connections to learning outside of the classrooms in ELA, Math, Science and Social Science.	9,000.00
G2A2	Sup & Conc	Instruction	Oth Cls-Supp			G2: A1, A2, A3 - Provide classified staff including NTA time for training in how to support students in SEL. **Budget lines for personnel include salaries and related benefits	3,000.00
G2A2	Sup & Conc	Instruction	Off Eq Lease			G1: A1, A2, A3; G2: A2, A3; G3: A1 - Lease a color copier to produce flyers for students and families that promote school activities and strengthen school family connections.	3,500.00
G2A2	Sup & Conc	Instruction	Direct Trans			: G2: A1; G3: A1 - To provide transportation for students/families to engage in extra curricular/college and career events.	3,000.00
G2A2	Sup & Conc	Instruction	Cons Svc/Oth			TBD : G2: A2, A3; G3: A1 - To purchase graphics to support students in SEL along with parent connections.	3,500.00
G2A3	Sup & Conc	Attendance & Social Work Servic	Local Mileag			G2: A3- Mileage for HSL to make home visits and connect with parents.	500.00

$27,500.00

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

Family Engagement

Action Details

Community Engagement

Kirk Elementary will strengthen communication with families, honor and respect our diverse cultures, and increase parent involvement. As a result, families will build positive relationships with the school and work as partners to support student achievement and social-emotional growth.

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):

- Host Title I and School Site Council (SSC) meetings to inform families about school goals, use of funds, parent rights, and ways to support student learning. Provide interpreting services (Spanish and Hmong) and translated materials to ensure access for all families.
- Communicate regularly with families in their home language through ParentSquare posts, audio messages, the school marquee, newsletters, and other communication tools.
- Provide parent education opportunities, including Literacy Nights, Math Nights, and workshops on curriculum, grading policies, and strategies to support learning at home. Offer targeted sessions for families of students receiving Autism and Speech services.
- Host Back to School Night and classroom events to help families understand expectations, build relationships with teachers, and support student success. Provide childcare and interpretation services to increase participation.
- Conduct ELAC meetings to support families of English Learners in understanding the Initial and Summative ELPAC, interpreting results, and learning strategies to support language development at home.
- Encourage family involvement through opportunities to volunteer, chaperone ancillary activities, and participate in classroom visits and school events.
- Hold quarterly family meetings to share updates on student achievement, attendance, and social-emotional data, and provide guidance on how families can support improvement.
- Provide support to families on attendance expectations, including the importance of daily attendance, how to report and clear absences, and available supports. Offer home visits and mileage support when needed to address barriers.
- Implement the Community Schools framework to connect families with resources and services that support student success and well-being.
- Offer incentives and recognition for family participation in school events, meetings, and volunteer activities to increase engagement.
- Provide families with learning materials and resources (e.g., take-home activities, guides, and digital tools) to support reading, math, and overall academic success at home.

- Create a welcoming school environment by celebrating and recognizing family involvement, ensuring all families feel valued as partners in their child's education.

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.

- Offer an after-school program supported with district provided interact fellow with a focus on supporting Long-Term English Learners and newcomer students through targeted instruction in academic language, literacy, and content access.
- Deliver daily Designated ELD instruction and ensure Integrated ELD strategies are embedded across all content areas to support language development throughout the day.
- Provide professional learning opportunities for teachers to strengthen ELD instruction, including strategies for scaffolding, academic discourse, language objectives, and understanding reclassification criteria.
- Increase parent participation in ELAC meetings by providing interpretation, childcare, and flexible meeting options, and by educating families on ELPAC, ELPI, and reclassification requirements.
- Provide Migrant Family Supports, including resources and services that address barriers to attendance, engagement, and academic success.
- Utilize the Home School Liaison (HSL) to increase family understanding, communication, and connectedness to the school, including outreach, home visits, and support with navigating school systems.
- Provide targeted supports for LTEL students, focusing on academic vocabulary, reading comprehension, writing, and opportunities for structured academic discourse.
- Monitor Reclassified Fluent English Proficient (RFEP) students using ELLevation and other data systems to ensure continued academic success and provide additional support as needed.
- Use PLC+ cycles to analyze ELPAC, iReady, CFA, and SBAC data to identify trends, monitor EL progress, and adjust instruction to meet student needs.
- Provide family workshops and resources to support language development and academic success at home, including strategies for reading, vocabulary development, and homework support.

Student Groups

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

N/A

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

N/A

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

N/A

Family Engagement

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

The school will provide inclusive opportunities to increase family engagement and support student success. These opportunities will include:

- Increasing family participation in school meetings and events by providing interpretation, childcare, and flexible meeting options to ensure access for all families.
- Providing workshops for families on understanding student data, academic expectations, and how to support learning at home.
- Offering parent education sessions on strategies to support reading, math, and overall academic success.
- Utilizing the Home School Liaison (HSL) to conduct outreach, including phone calls, meetings, and home visits, to build strong relationships with families.
- Providing translated materials and communication through ParentSquare, newsletters, and school events to ensure all families receive information in their home language.
- Connecting families to community resources and supports to address barriers to attendance, engagement, and student success.
- Encouraging participation in family events such as Literacy Nights, Math Nights, and school activities to strengthen the home-school connection.

These efforts will ensure families feel informed, supported, and connected to the school community.

Professional Learning

Describe Professional Learning related to this action.

Teachers and staff will participate in ongoing professional learning to strengthen relationships with families and increase family engagement. This will include:

- Training on effective family communication strategies, including how to build trust, maintain consistent communication, and engage families as partners in student learning.
- Professional learning on using ParentSquare and other communication tools to provide clear, timely, and accessible information to families.
- Training on culturally responsive practices to better understand and connect with diverse families and communities.
- Provide ideas on how increase family participation in school events, meetings, and academic activities.
- Collaboration with CCT to share effective practices for engaging families and supporting student success at home.
- Ongoing support from ILT and CCT to ensure consistent implementation of family engagement strategies across classrooms and programs.

Progress Monitoring: Outcomes

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.

- By the end of the 1st quarter, 100% of teachers will use ParentSquare or other communication tools to communicate with families regularly.
- Increase participation in family events and meetings by at least 10% from baseline.

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.

- Increase positive responses on the Fall/Spring family climate and culture survey by at least 10% in areas related to communication, connection, and feeling welcomed.
- At least 90% of families will report feeling informed and connected to the school.
- Increase family attendance at school events and workshops by at least 15%.

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.

- At least 95% of families will report feeling welcomed, informed, and connected to the school community.
- Sustained increase in family participation across all school events and activities.
- Improved student outcomes in attendance, behavior, and academic achievement, supported by strong family-school partnerships.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0270 Kirk Elementary (Locked)

G3 - Operational Excellence

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			G3: A1 - To support encourage parents to connect with school activities such as SSC, ELAC, and Parent Meetings with child care and material prep. **Budget lines for personnel include salaries and related benefits	3,000.00
G3A1	LCFF: EL	Parent Participation	Cls Sup-Sup			G1: A1, A2, A3; G3: A1: Interpreter/Translators-classified -Parent mtgs, parent-teacher conferences (Spanish/Hmong); ELAC, SSC, and other events. **Budget lines for personnel include salaries and related benefits	5,999.00
G3A1	LCFF: EL	Parent Participation	Mat & Supp			: G3: A1 - To purchase materials and supplies to promote parent engagement and for learning.	1,000.00
G3A2	Title 1 Basic	Parent Participation	Mat & Supp			G3: A1- Parent Involvement - Purchase materials and supplies to encourage parent involvement and learning. **No Food or Incentives**	1,416.00

$11,415.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0270 Kirk Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employeename	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0270	1110	1000	1120	Teacher-Subs					G1A1	G1: A1, A2, A3; G2: A2, A3 - To provide substitute coverage for classroom teacher to plan, prep, analyze Titl1 1 student data and support Title 1 students in SEL, along with building teacher capacity through professional development. **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	10,000.00
060	3010	0270	1110	1000	1160	Teacher-Supp					G1A1	G1: A1, A2, A3; G2: A2, A3 - To provide supplemental contracts for teacher to plan, prep, analyze student data and support Title 1 students in SEL, along with building teacher capacity through professional development during school year, after the academic school year, and or before school year starts. **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	6,000.00
060	3010	0270	1110	1000	4200	Bks & Ref					G1A1	G1: A1, A2, A3 - Purchase instructional software to support students in ELA, Math, and ELD.	5,000.00
060	3010	0270	1110	1000	4300	Mat & Supp					G1A1	G1: A1, A2, A3 - To purchase materials and supplies to support teachers and students in ELA, Math, and ELD. **No Food or Incentives**	10,936.00
060	3010	0270	1110	1000	4400	Nc-Equipment					G1A1	: G1: A1, A2, A3 - To purchase technology for Title 1 students to use for ELA and Math.	10,500.00
060	3010	0270	1110	1000	5899	Cons Svc/Oth					G1A1	TBD : G1: A1, A2, A3; G2: A1; G3: A1 - To provide graphics for Title 1 students to enhance their learning and provide communication to engage families.	2,000.00
060	3010	0270	1110	2495	2260	Cls Sup-Sup					G3A1	G3: A1 - To support encourage parents to connect with school activities such as SSC, ELAC, and Parent Meetings with child care and material prep. **Budget lines for personnel include salaries and related benefits	3,000.00
060	3010	0270	1110	2495	4300	Mat & Supp					G3A2	G3: A1- Parent Involvement - Purchase materials and supplies to encourage parent involvement and learning. **No Food or Incentives**	1,416.00
030	7090	0270	1110	1000	1110	Teacher-Regu	Tutor	T004	Aldana Fajardo, Arturo	0.4375	G1A1	G1: A1, A3 - Certificated tutor will provide intervention for students according to school data such as i-ready, SBAC, and site based data. **Budget lines for personnel include salaries and related benefits	48,444.00
030	7090	0270	1110	1000	1120	Teacher-Subs					G1A1	G1: A1, A2, A3; G2: A2, A3 - To provide substitute coverage for classroom teacher to plan, prep, analyze student data and support students in SEL, along with building teacher capacity through professional development. **Budget lines for personnel include salaries and related benefits	10,000.00
030	7090	0270	1110	1000	1160	Teacher-Supp					G1A1	G1: A1, A2, A3; G2: A2, A3 - To provide supplemental contracts for teacher to plan, prep, analyze student data and support students in SEL, along with building teacher capacity through professional development during school year, after the academic school year, and or before school year starts. **Budget lines for personnel include salaries and related benefits	15,000.00
030	7090	0270	1110	1000	1160	Teacher-Supp					G2A1	G2: A1 - To provide students with before school, during school, or after school clubs for engagement and teacher planning for ELA, Math, EL students. **Budget lines for personnel include salaries and related benefits	5,000.00
030	7090	0270	1110	1000	2960	Oth Cls-Supp					G1A1	G1: A1, A2, A3; G2: A2, A3 - To provide classified staff with dedicated time to plan, prepare, analyze student data, and to	3,000.00

030	7090	0270	1110	1000	2960	Oth Cls-Supp	G1A1	support students in ELA, Math, and SEL, while also building their capacity through professional development. **Budget lines for personnel include salaries and related benefits	3,000.00
030	7090	0270	1110	1000	2960	Oth Cls-Supp	G2A2	G2: A1, A2, A3 - Provide classified staff including NTA time for training in how to support students in SEL. **Budget lines for personnel include salaries and related benefits	3,000.00
030	7090	0270	1110	1000	2960	Oth Cls-Supp	G1A1	G1: A1, A2, A3; G2: G2: A2, A3 - Supplemental Contracts for Classified Staff to provide extra support to students with activities such as clubs, extracurricular activities, tutoring and prep work in areas such as ELA, Math, and SEL. **Budget lines for personnel include salaries and related benefits	3,000.00
030	7090	0270	1110	1000	4200	Bks & Ref	G1A1	G1: A1, A2, A3 - To purchase professional books for teachers to build learn and build capacity to support students.	1,000.00
030	7090	0270	1110	1000	4300	Mat & Supp	G1A1	G1: A1, A2, A3 - To purchase materials and supplies to support teachers and students in ELA, Math, ELD and SEL.	14,144.00
030	7090	0270	1110	1000	4300	Mat & Supp	G2A1	: G2: A1, A2, A3; G1: A1, A2, A3 - To provide students with college and career experiences along with real word connections to learning outside of the classrooms in ELA, Math, Science and Social Science.	9,000.00
030	7090	0270	1110	1000	4400	Nc-Equipment	G1A1	G1: A1, A2, A3 - To purchase classroom technology to support students and teachers in classroom.	5,000.00
030	7090	0270	1110	1000	5221	Travel	G1A1	: G1: A1, A2, A3; G2: A2, A3 - Professional Learning Conference or opportunities for staff increase capacity to support students in academics and SEL.	5,000.00
030	7090	0270	1110	1000	5631	Off Eq Lease	G2A2	G1: A1, A2, A3; G2: A2, A3; G3: A1 - Lease a color copier to produce flyers for students and families that promote school activities and strengthen school family connections.	3,500.00
030	7090	0270	1110	1000	5721	Direct Trans	G2A2	: G2: A1; G3: A1 - To provide transportation for students/families to engage in extra curricular/college and career events.	3,000.00
030	7090	0270	1110	1000	5723	Direct-Maint	G1A1	: G1: A1, A2, A3 - To repair technology for students and teachers to use in the classroom for ELA, Math, and ELD.	2,000.00
030	7090	0270	1110	1000	5899	Cons Svc/Oth	G2A2	TBD : G2: A2, A3; G3: A1 - To purchase graphics to support students in SEL along with parent connections.	3,500.00
030	7090	0270	1110	2100	1320	Crt Supr-Sub	G1A1	G1: A1, A2, A3; G2: A2, A3 - To provide admin coverage for administrators to build their capacity at conferences and professional learning to support teachers and students in ELA, Math, ELD, and SEL. **Budget lines for personnel include salaries and related benefits	3,000.00
030	7090	0270	1110	3130	5211	Local Mileag	G2A3	G2: A3- Mileage for HSL to make home visits and connect with parents.	500.00
030	7091	0270	4760	1000	1120	Teacher-Subs	G1A3	G1: A3 - Substitutes to cover teacher so they can plan, analyze data/student work, collaborate, and attend professional development to support EL students. **Budget lines for personnel include salaries and related benefits	9,865.00
030	7091	0270	4760	1000	1160	Teacher-Supp	G1A1	G1: A3 - To pay ELPAC assessors to assess English Learner students for the ELPAC Test **Budget lines for personnel include salaries and related benefits	10,000.00
030	7091	0270	4760	1000	1160	Teacher-Supp	G1A3	G1: A3 - Supplemental contracts for teachers to plan, analyze, EL student data to support EL students in Reading, Math, and ELD. **Budget lines for personnel include salaries and related benefits	15,000.00
030	7091	0270	4760	1000	4300	Mat & Supp	G1A4	G1: A1, A2, A3 - To purchase materials and supplies to support English Learner Students achieve in ELA and Math.	13,016.00
030	7091	0270	4760	1000	4400	Nc-Equipment	G1A3	: G1: A3 - To purchase technology for EL students and teachers teaching EL students in ELA, Math, and ELD.	4,000.00

030	7091	0270	4760	2495	2260	Cls Sup-Sup	G3A1	G1: A1, A2, A3; G3: A1: Interpreter/Translators-classified -Parent mtgs, parent-teacher conferences (Spanish/Hmong); ELAC, SSC, and other events. **Budget lines for personnel include salaries and related benefits	5,999.00
030	7091	0270	4760	2495	4300	Mat & Supp	G3A1	: G3: A1 - To purchase materials and supplies to promote parent engagement and for learning.	1,000.00
									$244,820.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$48,852.00
Sup & Conc	7090	$137,088.00
LCFF: EL	7091	$58,880.00
Grand Total		**$244,820.00**

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	$205,905.00
G2 - The Whole Child (SEL and Engagement)	$27,500.00
G3 - Operational Excellence	$11,415.00
Grand Total	**$244,820.00**