

**Kirk Elementary**

10621666006324

Principal's Name: Tobaise Brookins

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

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

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

Consolidated Program Assurances

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

School Site Council


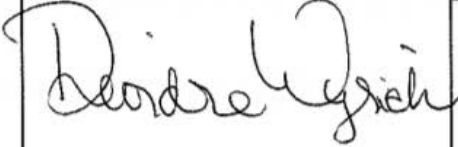
School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Tobaise Brookins	X				
2. Chairperson - Deirdre Reyes		X			
3. Carolina Hernandez				X	
4. Lamont Wilson				X	
5. Patty Linares-Rivera				X	
6. Vanessa Aguilar				X	
7. Jessica Aldrete				X	
8. Kimberly Merchen		X			
9. Annette Orosco			X		
10. Peggy Kennington		X			
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date Nov. 4, 2020.

Fresno Unified School District – School Plan for Student Achievement

2021-2022

**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	Tobaise Brookins		4/21/21
SSC Chairperson	Deirdre Reyes		4/21/21

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2021/22

Kirk - 0270

**ON-SITE ALLOCATION**

3010	Title I	\$39,790 *
7090	LCFF Supplemental & Concentration	\$129,591
7091	LCFF for English Learners	\$59,940
7099	School Opening Support <i>(New! One-time funds)</i>	\$14,637
<b>TOTAL 2021/22 ON-SITE ALLOCATION</b>		<b>\$243,958</b>

* These are the total funds provided through the Consolidated Application		
* Title I requires a specific investment for Parent Involvement		
Title I Parent Involvement - Minimum Required		\$1,038
Remaining Title I funds are at the discretion of the School Site Council		\$38,752
Total Title I Allocation		\$39,790

## Kirk Elementary 2021-2022 - SPSA

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

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
I-Ready ELAD2 On Level		24.27 %	2020-2021	31.27 %
I-Ready Math D2 On Level		14.75 %	2020-2021	21.75 %
I-Ready ELAD2 On Level (African American)		20.93 %	2020-2021	27.93 %
I-Ready Math D2 On Level (African American)		9.09 %	2020-2021	16.09 %
I-Ready ELAD2 On Level (English Learner)		19.05 %	2020-2021	26.05 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

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

#### I-Ready ELA D2 On Level

- Overall ELA scores improved 5.5% points. EL scores improved by 4.5% points. AA scores improved .5% points.
- All teachers connected with students through the MTSS times afterschool and throughout the day which helped decrease learning gaps for some of our students.
- Teacher parent conferences helped inform families on their child's progress and allowed the school to partner with families to improve student achievement.
- Teachers leveraged online platforms and resources to engage students in ELA
- CTs supported students K3 with remediation

#### I-Ready Math D2 On Level

Overall Math scores improved from 13.89% to 14.75%. AA students decreased from 12.24% to 9.09%  
All teachers connected with students through the MTSS times afterschool and throughout the day which

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

#### I-Ready ELA D2 On Level

- ELA scores improved from 18/75% to 24.27%, However there are some areas that need to be addressed.
- A lack of alignment in PLCs caused an inequity in instructional practices
- Technology issues schoolwide impeded students from logging on and having consistent instruction
- Specific student groups such as AA and EL did not make the gains expected
- A drop off in MTSS meetings in the 2nd and 3rd quarters may have limited some students from accessing the curriculum.
- The use of instructional strategies grounded in the in-person model may have hindered students from maximizing engagement in ELA activities and curriculum

#### I-Ready Math D2 On Level

Math scores improved from 13.89% to 14.75%. There was clearly a greater emphasis placed on ELA than

helped decrease learning gaps for some of our students.

Teachers received some district coaching support

Teacher parent conferences helped inform families on their child's progress and allowed the school to partner with families to improve student achievement.

Teachers leveraged online platforms and resources to engage students in ELA

CTs supported students K3 with remediation

**I-Ready ELA D2 On Level (African American)**

AA student scores improved from 19.61% to 20.93%.

We implemented targeted AA parent meetings to encourage and motivate AA students and families.

We made specific called to our AA families informing them of their child's progress.

Teachers were encouraged to connect content and curriculum to cultural awareness and relatable content

**I-Ready Math D2 On Level (African American)**

We implemented targeted AA parent meetings to encourage and motivate AA students and families.

We made specific called to our AA families informing them of their child's progress.

Teachers were encouraged to connect content and curriculum to cultural awareness and relatable content

**I-Ready ELA D2 On Level (English Learner)**

Provided interpreters for teacher parent conferences

Teachers implemented targeted AA

math.

- A lack of alignment in PLCs caused an inequity in instructional practices
- Technology issues schoolwide impeded students from logging on and having consistent instruction
- Specific student groups such as AA and EL did not make the gains expected
- A drop off in MTSS meetings in the 2nd and 3rd quarters may have limited some students from accessing the curriculum.
- The use of instructional strategies grounded in the in-person model may have hindered students from maximizing engagement in ELA activities and curriculum

**I-Ready ELA D2 On Level (African American)**

AA students made small gains in ELA.

- A lack of alignment in PLCs caused an inequity in instructional practices
- Technology issues schoolwide impeded students from logging on and having consistent instruction
- Specific student groups such as AA and EL did not make the gains expected
- A drop off in MTSS meetings in the 2nd and 3rd quarters may have limited some students from accessing the curriculum.
- The use of instructional strategies grounded in the in-person model may have hindered students from maximizing engagement in ELA activities and curriculum

**I-Ready Math D2 On Level (African American)**

- A lack of alignment in PLCs caused an inequity in instructional practices
- Technology issues schoolwide impeded students from logging on and having consistent instruction
- Specific student groups such as AA and EL did not make the gains expected
- A drop off in MTSS meetings in the 2nd and 3rd quarters may have limited some students from accessing the curriculum.
- The use of instructional strategies grounded in the in-person model may have hindered students from maximizing engagement in ELA activities and curriculum

**I-Ready ELA D2 On Level (English Learner)**

No redirecting K3 CTs to also support grades 3-6 ELs may have led to inequity

The afterschool EL program had a low enrollment.

**Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.**

Due to the online learning model there were gaps in implementation of curriculum and students outcomes. Teachers adjusted based on iready data and set up MTSS groups however attendance was poor. Not all lead teachers conducted data chats with students and families in a timely manner. We implemented the "Names of Fame" to celebrate families and students who made academic gains. We will continue classroom teacher to parent communications, but also continue our schoolwide town hall meetings which emphasize the expectations for academic achievement school wide.



**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

There will be greater alignment between the schoolwide plan and the weekly meetings of all PLCs. We will conduct ongoing review of student work, assessment data, CFU practices, and the administration of CFAs. We will increase the quality of our walkthroughs with feedback and create a culture of rigor where high-quality instruction is the norm.

**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

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

**2** ELAC:

Provide more academic support for struggling students  
Use CTs to help students of high and low grades  
Ensure teachers have the time and instructional materials they need.  
Provide bilingual and friendly staff.

**3** Staff:

Reimplementing MTSS times  
Having extra data chats with students and staff  
Quarterly planning days, weekly grade level PLCs  
Better technology and connection to internet  
Celebration for students who make instructional moves.

### Action 1

**Title:** Kirk Math Goal 2020-21

**Action Details:**

Kirk Elementary will provide comprehensive, balanced mathematical instruction through opportunities related to mathematical understanding and procedural skill in order to support working toward a greater focus and coherence. Teacher learning/support will be provided through development and refinement of high quality first instruction, focusing on the Math Language Routines, MLD/BBF and other instructional strategies that meet the rigor of the standard, enhance academic language and academic discourse. Student learning/support will be based on whole group instruction, cooperative learning groups, and targeted small group intervention for identified essential standards using data from teacher created CFA's and IREADY diagnostic data. IREADY software and professional learning, will be purchased for adaptive math support, fluency and acceleration.

**Reasoning for using this action:**     Strong Evidence                       Moderate Evidence                       Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

**Details: Explain the data which will specifically monitor progress toward each indicator target**

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

**Owner(s):**

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

**Timeline:**

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

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

- All students in Tk-6 will participate in classroom based instruction in alignment with grade level standards. CFA data will monitor student progress of identified math essential standards (2-3 times per quarter).
- Small group instruction will be provided for identified and non-identified students within the classroom. Teachers will use Math Lesson Design/BBF and IREADY Math, Khan Academy, Prodigy, and IXL software (K-6). In addition our 6th grade will be participating in Mathematics research with the Bill Gates foundation (EF+ Math) where they will be learning how executive function skills will support mathematical reasoning.
- Tiered Levels of Support through Response to Intervention for targeted groups (SPED, EL, African American, Foster, specific grade levels based on site data)
- Tier 1 - Ensure access to essential grade-level curriculum, identify and teach essential academic and social behaviors, provide interventions to proactively support student success, develop and use CFUs to guide instructional moves
- Tier 2 - Schedule time for supplemental interventions, use a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for student needing skill and will supports
- Tier 3 - Diagnose, treat, prioritize, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if Special Education is needed and justifiable
- Swan Consulting along with District Instructional coaches will provide Kirk teachers professional learning/support through development and refinement of high quality first instruction, focusing on Math Lesson Design/BBF, the Math Language Routines and instructional strategies that meet the rigor of the standard, enhance academic language and academic discourse.
- Targeted students to receive additional support to meet grade level standards based on data.
- Students in K-6 will focus on math fluency using our Kirk Fluency plan provided by the Math department. In addition, Intermediate students will focus on fraction awareness using Math software, repetitive practice and research based strategies.
- Substitutes for administrators and/or staff to attend professional learning and travel costs
- Funds for classroom tablets/laptops and other technological resources
- Direct Maintenance for technology repairs
- Certificated Substitutes for: Math Lesson Design, Student Study Team Meetings, Data Chats, peer observations
- Technology such as tablets/laptops, headphones, site licenses
- Supplemental Contracts for Certificated and Classified for direct instruction for targeted groups.
- After School Program academic support
- Materials and supplies that support instruction including but not limited to graphics and technology

**Specify enhanced services for EL students:**

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

- manipulatives, language frames and technology.
- Classroom teachers will provide integrated ELD instruction daily using ELD support materials in Go Math.
- CFA data will be disaggregated to identify EL students not making progress and in need of additional

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

We will be targeting the following subgroup: African American

- Targeting AA students based on iReady data, IABs, FSA, CFUs, CFAs, TK benchmarks, and DRDP identify intervention and acceleration groups.
- Target AA parents for monthly meetings through our African American Committee Team (AACT).
- Conduct one-on-one data chats with students and families about their child(ren)s progress
- Hold academic celebrations such as the RISE Banquet and quarterly ceremonies that acknowledge the progress of AA students.

classroom support.

- Quarterly monitoring of EL Redesignation Goal Setting Report. Ongoing monitoring of RFEP students New Technology for EL's (tablets, projectors) includes repair.
  - Identify and target R-FEPs students not meeting standards and develop site based interventions (Ex: RTI w/EL focus, designated time for small group extra support, R-FEP student focused afterschool intervention)

## Action 2

**Title:** Kirk ELA2020-21

### Action Details:

Kirk will support the district goal of every child moving one grade level in Reading by engaging our students in a rigorous, balanced literacy program which includes: ELA Response to Intervention model, tiered levels of support, English Language Development, and a core academic program aligned to grade level common core state standards. Instructional practices will align with FUSD Instructional Practice Guide/Literacy to include students engaged in the 3C's, grade level state standards, challenging content, standards based and SBAC aligned assessments in order to reduce the number of students reading below grade level as based on multiple reading measures (SBAC/KAIG/DRP/BAS/Illuminate/Fluency, IREADY). Via PLC teams, Kirk teachers will be using the CCI process to analyze data, identify areas of focus, develop SMART goals, with a plan of action. Common formative assignments will be used to monitor the progress 2-3 times per quarter. Use designated school hours to provide cross age articulation regarding student performance, essential standards and development of CFA's. "Learning By Doing" and other resources will be used as professional learning with staff to build more effective teams. K-2 teachers will be provided additional training with the Edison Region around K-2 foundational literacy skills. Two.4375 Certificated Tutors and 2 teaching fellows will provide tier 2 and 3 reading intervention as part of K-3 RTI model. IREADY software will be utilized during tier 2 intervention to strengthen instruction of foundational skills /comprehension skills and vocabulary. Technology standards will be integrated through ELA reading and writing instruction with the goal of one writing performance task each quarter to be completed on the tablet (grades 3-6). Classrooms will use various technology resources to provide practice with standards. i.e. IABs, IREADY, and Prodigy. Provide supplemental software for EL students such as Lexia, RAZ Kids as funds are available. RSP will support RTI using Reading Mastery and Corrective Reading and other supplemental materials as funds are available.

<b>Reasoning for using this action:</b> <input type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input checked="" type="checkbox"/> Promising Evidence
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### Explain the Progress Monitoring and data used for this Action

#### Details: Explain the data which will specifically monitor progress toward each indicator target

- BPST(1st)
- IREADY(K-6)
- IReady Growth Monitoring
- Quarterly Writing samples
- Common formative Assessments
- PLC grade level data chats (iReady, IABs/FIABs, CFAs)
- Administrative Walkthroughs using IPG
- PLC meeting and data protocol documents
- IABs(3-6)
- Write Tools Coaching
- I-Ready Teacher Toolbox in response to student lesson data and diagnostics
- TK Benchmarks
- DRDP

#### Owner(s):

- Teachers, Cert. Tutor
- Teachers/Teaching Fellows, Cert. Tutor
- Teachers/ TSARSP, CT
- Teachers/Teaching Fellows
- Teachers/Lead Teachers
- Teachers/Principal/VP/TSA
- Principal/VP/TSA
- Teachers/Admin/ILT
- Teachers
- Teachers
- Teachers
- Admin/Teachers
- Admin/Teachers

#### Timeline:

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

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

- For disproportionality (i.e. EL Learners and African American males), SST will continue to identify students needing supports in Academics SEL interventions. Provide RTI Coordinator for ongoing progress monitoring of identified students. Selecting students not making progress for further attention via PST and SST team meetings.
- Disproportionate groups will have priority in receiving site interventions and after school supports.
- PLC teams will continue to provide in class instructional supports via tier 1 & 2 interventions through the RTI process. CFA data will be used to identify students needing extra support.
- Inter-Act Teaching Fellows will work in coordination with the RTI Coordinator to provide ELA support to identified EL, Foster and Economically Disadvantaged youth.
- Continue with ENP Reading mentors focusing on sight word development, foundational skills and fluency in primary grades.
- Materials include but are not limited to-ELA and math journals, highlighters, whiteboard markers, whiteboards, chart paper, primary lined paper, ink, lamination color pencils for graphing. embed technology test taking skills during core subjects. using IREADY, Prodigy & Khan Academy, RAZ Kids as a support resource for ELA and Math.
- Small group/one on one instruction based on performance data
- Targeted students to receive additional support to meet grade level standards.
- Supplemental ELA materials for Sped students.
- Software: IREADY, Prodigy, Khan Academy, RAZ Kids, IXL
- Write Tools Training & Coaching
- Supplemental contracts for after school tutoring and intensive RTI quarterly sessions.
- Supplemental contracts for Saturday school.

#### Specify enhanced services for EL students:

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

#### PLs for teachers

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

#### Process for monitoring PL Implementation

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

#### Newcomers

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

#### Migrants

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

#### Awards and Incentives

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

#### Appropriate Interventions

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

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

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We will be targeting the following subgroup: African American

- Targeting AA students based on iReady data, IABs, FSA, CFUs, CFAs, TK benchmarks, and DRDP identify intervention and acceleration groups.
- Target AA parents for monthly meetings through our African American Committee Team (AACT).
- Conduct one-on-one data chats with students and families about their child(ren) progress
- Hold academic celebrations such as the RISE Banquet and quarterly ceremonies that acknowledge the progress of AA students.
- Identification for RTI groups using universal screener

classroom support.

- District and Regional level mentorship programs for EL students.

**Other**

Subs for ELPAC testing

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

# 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0270 Kirk Elementary (Locked)

## G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Teacher-Subs			Math Lesson Design (MLD)	2,320.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Educational software licenses: IXL educational software subscription (G1, A2)	3,795.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Curriculum resources, posters, handbooks, etc. (G1, A1; G1,A2; G3, A1; G3, A2; G5,A1)	500.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Curriculum Associates: iReady Teacher Toolbox	3,740.00
G1A2	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : Education Leadership Foundation: 2 Inter-Act Fellows to support reading intervention	26,045.00
G1A2	Title 1 Basic	Instruction	Cons Svc/Oth			Write Tools, LLC : Write Tools: Teacher PL (70%)-Responding to Literature, 2 coaching days	7,906.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2500		24,384.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2500		27,311.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			PLC Planning, SSTs, IEPs, Targeted Support Team(TST), Professional Learning (G1A1; G3A1; G3A2)	4,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Student incentives, parent meetings, instructional materials, etc. (G1,A1; G3,A1; G3,A2; G5, A1)	5,595.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Laptops, projectors, doc cameras, headphones, educational tech,etc. (G1, A1)	6,448.00
G1A2	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : Education Leadership Foundation: Inter-Act Fellows reading intervention support	2,700.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Tech repair and maintenance (G1,A1)	1,000.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1875		18,289.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1875		20,484.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			District ELPAC Assessors	2,500.00
G1A2	LCFF: EL	Instruction	Mat & Supp			: Instructional materials, education resources, etc. (G1, A1)	4,204.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			Laptops, headphones, educational tech, etc. (G1,A1)	7,000.00
G1A2	LCFF: EL	Instruction	Cons Svc/Oth			Write Tools, LLC : Write Tools: Teacher PL (30%)-Responding to Literature, 2 coaching days	3,494.00
G1A2	One-Time School	Instruction	Teacher-Supp			Saturday L.I.O.N.S. Club and unfinished learning supplemental contracts, teacher	12,470.00

# 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0270 Kirk Elementary (Locked)

## G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A2		Instruction	Teacher-Supp			planning (G1A1)	17,470.00
G1A2	One-Time School	Instruction	Mat & Supp			: Student incentives, instructional materials and supplies, etc. (G1,A1)	2,167.00

**\$186,352.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	95 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

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

**Student-centered real world learning experience - Site Defined**

Currently, students engagement ranges from 25% to 50%. It is not known the actual engagement levels due to a lack of documentation in previous years.

The college and career readiness experiences is supported on the district level by paying for each grade level to experience STEM education, career readiness tours, and community college tours. This year

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

**Student-centered real world learning experience - Site Defined**

All subgroups participation dropped significantly due to the online model. There was rich participation in Black History Month program in an online format. Students were also engaged in a online videos about Spanish Heritage Month.

Our EL, AA, and Sped participation in After school program decreased dramatically from between 105 on average to 25.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

The 2019-2020 data showed that engagement in goal 2 and career readiness activities was at 35%. This year due to the pandemic the engagement in goal 2 and career readiness activities was at 4%. This was due in part to:

- Not continuing MTSS services
- Not setting up virtual field trips in each grade level
- Not committing to online programs other than MLK day and Black History Month.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Procedures for accurate documentation



Full implementation of all goal 2 activities with access available to all student groups.  
One on one counseling with high needs student groups to engage in activities.  
Continue to offer a diverse selection of clubs for student to engage in  
More frequent club rush opportunities  
Continue to survey students, parents and teachers for needs assessments.  
Offer more technology based clubs  
Offer more clubs at lunch k-6

**Step 4: Stakeholder Involvement.** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

Continue offering clubs  
Provide funding for teachers to advise clubs at lunch and after school.  
Funding for materials and supplies  
Provide opportunities for younger students to participate in extra curricular activities.  
Student of the Month, Names of Fame  
Academic awards quarterly  
Sports awards

**2** ELAC:

Show and tell opportunities for parents  
Schoolwide projects that allows parents to view

**3** Staff:

Fund for teachers to support with recruiting students to engage in goal 2  
Continue clubs and schoolwide activities  
Continue Names of Fame and Quarterly Academic Awards

**Action 1**

**Title:** Kirk CTE Activities

**Action Details:**

All students will be engaged in and experience opportunities that focus on student centered and real-world experiences that lead to them become career and college ready.

All students must attend Goal 2 sponsored field trips as a part of student learning of workplace competences for workplace success. Chaperones will be provided to ensure safety during the field trips. Fingerprinting will be provided for chaperones to participate, especially for those students who exhibit concerning behaviors. Field trips should be utilized as a learning opportunity for students. Students will have a student guide to help them focus on certain information that will be reviewed after students return to the site to make the field trip more purposeful. Behavior will not be a deterrent for students to not to attend.

**Reasoning for using this action:**

Strong Evidence

Moderate Evidence

Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

Details: Explain the data which will specifically monitor progress toward each indicator target

Field trip permission slips (return rate)  
Grade level study guide or field trip focus questions  
Engagement tool noting student participation in sports, clubs, specialty programs, tutoring, and field trips.  
Sign ins  
Student reflections from engagement activities.  
Parent surveys  
Attendance logs  
Atlas portfolio  
Student

Owner(s):

Teachers  
VP  
Paraprofessionals  
Tutors

Timeline:

Field trips offered through the school year.

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

After attending field trip, students should have follow-up instruction to process what was highlighted during the trip.  
Science curriculum to support background knowledge of students  
Special speakers to engage students in service learning projects  
Supplemental contracts for clubs and engagement activities  
Special cultural and vital information days through assemblies, rallies, and community events.  
Motivational speakers  
Development of media center to allow students to explore careers, colleges, and other information that help build background knowledge on varying subjects  
Trainings on how to incorporate Science into the curriculum  
Reflection materials that allow students to memorialize their experiences on field trips, clubs, sports, arts and activities

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

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

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		22.19 %	2020-2021	20.19 %
Suspensions students with 1 or more		0 %	2020-2021	0 %
Chronic Absenteeism (Students with Disabilities)		49.25 %	2020-2021	47.25 %
Chronic Absenteeism (African American)		39.66 %	2020-2021	37.66 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

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

**Chronic Absenteeism**

The implementation of our attendance response plan did not happen as envisioned due to pandemic related issues. Our attendance rate as of this report is 90.81% which places us in the middle tier of all elementary schools in FUSD at 32nd among all ES. We are 3/6 in the Edison region. We have offered class specific and school wide incentives for attendance. We have celebrated successful students through our Names of Fame program. We have connected with families through Class Dojo and school messenger. Losing our CWA caused us to be back logged in home visits and home calls. By implementing the variety of supports previously documented students may have logged on at greater levels.

We were not able to use a CWA or attendance clerk to the full extent possible due to losing our CWA

Due to Covid, we were not able to connect with families through home visits as readily as we would have if it were not a pandemic.

Tech issues also may have led to a lower than expected attendance rate. Some students could not log on but we were not able to contact families initially due to not having update emergency information in the system.

**Suspensions students with 1 or more**

There were no suspensions this year. We implemented restorative practices with staff to that were revisited quarterly. We also document behaviors in Atlas

Staff reviewed previous readings on restorative practices and we had our RP counselor conduct mini in-

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

**Chronic Absenteeism**

Due to a lack of cell towers, poor connectivity, and technology issues, all students did not have access to the classroom setting everyday. There was also a lack of parental tech support before the school year started. This created frustration for parents and students, causing low log on rates which adversely impacted attendance.

**Suspensions students with 1 or more**

Our team responded to all gaggle notices that may lead to discipline and taught school and district wide expectations. Teachers also were very explicit in teaching schoolwide expectations. We had multiple town hall meetings to address behavior to parents which made a big difference in the attitudes and behaviors of our students.

**Chronic Absenteeism (African American)**

This year we had a lot of movement by our AA families due to the pandemic. Some had to find childcare for their children which didn't promote logging on. Some moved out of the area and had to leave their children unsupervised. A lack of dependable internet connection was also a cause to low attendance rates for AA

**Chronic Absenteeism (Students with Disabilities)**

Our attendance dropped for Sped students due to an inability of our students to log themselves on. Our schoolwide autism program suffered the most having between 65% and 85% attendance rate.

services on how to connect with our students.

We have made engagement a top priority and are continuing to work to improve our schoolwide culture.

Students have opportunities for restorative meetings, respect agreements and community service to repair the harm done.

Our intervention team focused on connecting with students who previously were at-risk for misbehavior and provided them with the supports and mini-lessons needed to teach them the skills that lead to good behavior.

**Chronic Absenteeism (African American)**

Principal and attendance clerk made calls to AA families who had children that were chronically absent. Principal made home visits and had meetings with families.

**Chronic Absenteeism (Students with Disabilities)**

Sped team worked with families to help them access the online platforms, provide information supports on strategies to assist students using the online platform.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Due to the online learning model there were gaps in implementation of a schoolwide attendance plan that supported all groups. Teachers and office staff worked collaboratively to encourage student attendance, but tech issues, a lack of a CWA, and internet issues caused our attendance rates to drop. We used some funds for tech supplies and incentives, but ultimately it was not enough to ensure that all students had consistent, dependable access to the online learning platforms.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

We will use our CWA to connect with students who are chronically absent. We will leverage our clubs to connect students to school and give them an engaging experience at school. We will hold our weekly parent coffee hours and attendance celebrations which will lead to increased attendance.

**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

More schoolwide activities  
More celebrations of culture and student achievement  
Field trips and other engaging activities to connect students to

**2** ELAC:

Ensuring all messages are in Spanish and English  
More celebrations for good attendance  
Schoolwide culture events

**3** Staff:

Home visits for chronic absent students  
SSTs for students who are chronic  
Parent conferences

school  
Weekly parent coffee hours to connect parents to the school site.

Ensuring in-class teachers communicate with parents on a regular basis

More clubs and opportunities for enrichment  
Participation in celebrations/incentives connected to attendance.

## Action 1

**Title:** School suspensions

### Action Details:

Kirk School will work to improve overall suspension rates as well as decrease the number of suspensions for students who are disproportionately suspended at greater numbers than other students. The Climate & Culture Team is leading the work in building systems and processes to address student discipline. Focus of the team should be on identifying strategies such as conflict resolution by building student agency and identity. We will implement restorative practices as the staple for interactions for student to student/student to adult relationships.

**Reasoning for using this action:**     Strong Evidence                       Moderate Evidence                       Promising Evidence

### Explain the Progress Monitoring and data used for this Action

#### Details: Explain the data which will specifically monitor progress toward each indicator target

PowerBi Suspensions

RCA/RP Counselor referrals

Common Area referral tickets

Model Morning meetings

Model class meetings

Goal 2 participation

SEL Parent Education

#### Owner(s):

CCT/Admin

RCA/RP

CCT

RP

RP

VP

RP

#### Timeline:

Weekly

Weekly

Weekly

As needed

As needed

Quarterly

Monthly

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

- CHAMP expectations in all classrooms
- SEL Groups with Restorative Practices Counselor
- Beat the Odds 5th
- Meaningful Work
- Use of restorative disciplinary consequences that allow students to correct violations to the school community
- Development of a school government to create student voice in the matter of school rules, expectations, and civility.
- Re-entry Meetings(Suspensions)
- PowerBi Suspensions
- Problem Solving Team(PST)-Academic/Behavior
- Lions Club Celebrations
- SST Meetings
- Informal & Formal Behavior plans
- Success Mentors, Young Men of Character & Girl Power Mentoring

- Kind Kids Club
- Anti-bullying rallies
- Kirk Positive Behavior Treasure Box
- Clubs, sports and other extra-curricular activities to increase school connectedness
- Student incentives
- Field trips above and beyond the district sponsored field trips such as Fresno State, Fresno Community College, Fresno Pacific, Arte Americanas, Fresno Art Museum, African American Art Museum, City Hall, Fresno Unified District board room and leadership, Pismo Beach, Fresno State sporting events, Fresno Waste Management, and other like trips to increase the wonder, Science mindset, and creativity of students.

Specify enhanced services for EL students:

All school flyers and messages translated in Spanish  
 Translators available for SST & IEP meetings when needed.  
 Data reviewed during SSC & ELAC meetings  
 District level EL services support for professional development, afterschool tutoring and mentorship.

Specify enhanced services for low-performing student groups:

We will focus on African American, Foster Youth and Hispanic students.  
 Home visits  
 Parent outreach to underrepresented parent subgroups  
 Targeted small SEL counseling groups  
 Enrolling Migrant students into the district migrant family program for extra support.  
 EL mentorship program for afterschool connections with redesignated middle and high school students  
 RISE Banquet Celebration for high achieving African American students  
 DREAM Banquet for EL students who redesignate and DOCA students.

**Action 2**

**Title:** Chronic Absenteeism

Action Details:

To reduce the rate of chronic and truant absenteeism by creating an inviting, fun, and rigorous learning environment that makes students want to be in school. We will also support families by connecting them to community resources to help with living situations, energy/power, transportation and other factors that lead to transient outcomes.

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

**Reasoning for using this action:**     Strong Evidence                       Moderate Evidence                       Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

Details: Explain the data which will specifically monitor progress toward each indicator target

Attendance clerk and CWAS work as a team to strategically connect with students who have a history of chronic absenteeism.

Identified list of students determined by Power BI and ATLAS data

Student Success Celebrations

Awards Assemblies

Owner(s):

Principal

CWAS

Admin/CWAS

CWAS

Teachers

Timeline:

August 1, 2021-June 30, 2022

Quarterly

Quarterly

Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target

PowerBI data

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

Owner(s):

CWA/Admin

Timeline:

Weekly/Quarterly

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

Daily mentoring and monitoring of students chronically late for school or high level of absences.

Home visits by CWA

Targeted Support Team (TST) and SST meetings

Incentives for students making progress

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

PST meetings

Specify enhanced services for EL students:

Spanish speaking CWA

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

SST meeting when needed

Specify enhanced services for low-performing student groups:

We will focus on Homeless and Foster Youth.

Offer Saturday School

Home visits

Parent outreach for underrepresented parent subgroups

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0270 Kirk Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	G3A2; G1A1; G1A2	51,435.00
G3A1	Sup & Conc	Other Pupil Services	Oth Cls-Extr			NTA Extra Time	103.00

**\$51,538.00**



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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Staff Survey– Overall Positive in Belonging Domain		84.47 %	2019-2020	84.47 %
Staff Goal - Site Defined		0 %	2020-2021	95 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

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

**Staff Goal - Site Defined**

Great Kirk seeks to be a diverse community of educators provided with empowerment, trust, respect and overall professional development support so that they can make a positive academic and social emotional impact on the lives of students.

**Staff Survey – Overall Positive in Belonging Domain**

In 2019-2020 staff belonging marker showed a 84.47% positive rating. The 2020-2021 staff survey showed a 92% positive rating which is an increase of 8%. A deeper dive into the numbers showed:

1. This school is a supportive and inviting place for staff to work: 95%
2. This school promotes personnel participation in decision making that affects the school practices and policies: 94%
3. How many adults at this school support and treat each other with respect: 95%
4. Students at this school care about each other: 84%

We have been intentional about supporting staff during the pandemic and providing as many supports as possible to reduce anxiety, frustration, and misalignment due to communication gaps. We will seek to improve student care for each other by modeling and engaging with them in a greater way. Through professional development and DEI training we will become a staff that helps students care for self and others.

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

**Staff Goal - Site Defined**

There is a need for professional development, trainings and workshops to support diverse staff needs. The district DEI training will support the empowerment of teachers to embrace their own diversity and the diversity of students which will lead to students emulating that quality with each other.

**Staff Survey – Overall Positive in Belonging Domain**

Low performing students may be impacted by poor peer to peer interactions if staff don't support the social emotional aptitude of students.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Although staff survey marker for belonging showed an increase, there is a difference between the expected outcome and the actual outcome. Staff belonging should lead to students respecting each other and a staff perspective that students respect each other. The fact that staff do not believe students respect each other, yet feel respected themselves from peer to peer, suggest a disconnect between the experience of teachers and perceived experience of students.

Great Kirk we use professional development, PLC chats, and

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Staff will be provided further professional development in the area of engaging students in peer to peer relationships.

We will continue to seek to hire and retain a diverse staff.

We will increase celebrations around culture and instructional success.

We will increase opportunities for staff feedback and input through PLCs, Pride Team, ILT, and School Building Committee.

**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

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

**2** ELAC:

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

**3** Staff:

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

**Action 1**

**Title:** Recruiting and Retention of Staff

**Action Details:**

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

**Reasoning for using this action:**

Strong Evidence

Moderate Evidence

Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

Details: Explain the data which will specifically monitor progress toward each indicator target

Next year we will use spring staff survey and informal surveys to monitor our progress towards creating an environment where teachers feel supported and grow.

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

Owner(s):

Admin  
School Building Committee  
Pride Team (Climate and Culture)

Timeline:

August 2021-June 2022

Details: Explain the data which will specifically monitor progress toward each indicator target

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

Owner(s):

Admin  
ILT

Timeline:

August 2021-June 2022

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

- Build up the teacher support club (sunshine club) to respond to teacher life transitions by purchasing supplies for celebrations, recognitions, and support.
- Curriculum, outside vendors, materials and supplies for professional learning including but not limited to vendor support, coaching support, substitutes, posters, graphics dept. orders, markers, highlighters, post-its, snacks and water, materials and supplies for goal-setting and incentives for meeting goals. Technology hardware to support instruction including but not limited to site licenses, document cameras, video projectors, projector bulbs, printers/ink cartridges, tech repairs, and other student laptops instructional materials and supplies stem materials. Supplemental contracts for additional supervision or assistance with positive incentive activities. Supplies for positive incentive activities. Signage for school buildings, hallways, cafeteria, parent handbook budget allocations for structural needs such as painting numbers on the blacktop for line standards and lines designated walking lanes.
- Promote the PL column course
- Promote district PL summit and professional learnings.
- Student Academics: Teachers will use three days left over from the 10 designated days to purchase academic support materials and supplies
- Student Centered and Real-World Learning: Teachers will have access to supplies and supplemental materials that allow students to engage in student centered and real world learning. Teachers will accompany students to district wide and school field trips designed to provide real world learning for students.
- Student Engagement: Teacher will receive training on topics such as community and family engagement strategies, leveraging the power of Microsoft Teams, Atlas and reports to connect with families, and using connection tools such as school messenger and Class Dojo.

Specify Professional Development or Staff Services to support EL students:

DEI Staff Trainings

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

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

Specify Professional Development or Staff Services to support low-performing student groups:

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

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

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Parent Survey - Respected and welcomed		96.62 %	2019-2020	100 %
Parent Survey - Safe and secure		95.3 %	2019-2020	100 %
Family Goal - Site Defined		0 %	2020-2021	95 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

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

**Family Goal - Site Defined**

Goal: All families feel a sense of belonging and have access resources that support their knowledge as a stakeholder, creates a pathway to be active on campus, and access to resources that provides holistic support to the family which will lead to the academic and social emotional success of all students specifically our EL, African American, migrant, and Sped populations. We want to create a space where all parents regardless of their socio-economic status or immigration status.

1. All parents will have the opportunity to feel a sense of belonging by connecting to the school, staff, and teachers through: back to school night, open house, SSC, ELAC, parent coffee hours, town halls, special workshops, goal 2 activities in arts and athletics, ASP Club activity, quarterly and end of year awards, cultural days, monthly special celebrations, Atlas, family field trips, fun nights, carnivals, Christmas gift giving, African American achievement awards banquet, migrant/dreamers banquet, and like events.
2. Parents will be included in student academic and social emotional data gained from: iReady pre and post assessments, quarterly iReady administrations, IABs, and SBAC results. Parents will have opportunities to engage in workshops in how to support their child(ren) in using resources such as Razz Kids, Microsoft Teams, Dojo, Khan Academy, and other workshops to support their knowledge of state assessments. Parents of mod/severe students will be provided workshops on how to best support their students.

This year we have engaged parents through Dojo, phone message, text, Youtube, Facebook live and town hall meetings through Microsoft Teams. We have approximately 50-75 families per town hall meeting attending.

Spring parent survey results showed parents ranked with a positive review of:

1. 100% for knowledge and fairness of discipline, rules and norms

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

**Family Goal - Site Defined**

Resource inequities would include the need for a HSL or community support personnel who could help support the work with our EL, migrant, and African American populations. There is a need for supports for families who have autistic students. Many of our parents have never received formal professional development on best practices for supporting their student.

Kirk has used multiple platforms and forums to engage families in the educational process and school activities. There are no known actions by the site that have led to inequities in low performing student groups as it pertains to family engagement.

**Parent Survey - Respected and welcomed**

This year we ensured that our parents felt they could access the resources, information and school site even though we were in a pandemic. We will seek to continue our actions to ensure all students have access to high quality instruction.

**Parent Survey - Safe and secure**

There is a need to provide families with information about how we are seeking to keep their children and our community safe. Although we conducted many town hall meetings to explain shifts in our Covid19 response, 4% of our families felt that more could have been done. We will seek to align our messaging so that all stakeholders know about the measures Great Kirk is taking to have a safe and secure school.

2. 100% Sense of Belonging

3. 98% District Vision

4. 97% Climate of Support for Academic Learning

5. 96% Safety

Goal: 90% of our parents will participate in the Spring climate and culture survey.

**Parent Survey - Respected and welcomed**

This year we met our goal for parents feeling respected and welcomed with a 100% mark.

**Parent Survey - Safe and secure**

This year we came 4% points short of meeting our call for safety and security. Next year we will seek to message out all the great things happening at Great Kirk so that 100% of our families will feel that Great Kirk is safe and secure.

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**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Due to Covid19 budgeted items set aside for babysitting and parent meeting supports were not used or had to be redirected to support families in different ways. We used the majority of our budgeted items for interpreters to assist in town hall meetings, family connection campaigns, and providing other family resources as needed.

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**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

2021-2022 we will use budgeted items to leverage:

1. Increase parent involvement through in-person forums,

Parent small group meetings,

targeted demographic parent meetings for groups such as AA, EL, Migrant, and Sped

Special incentives to encourage parent participation

Parent awards for engagement and support to the schoolwide program.

Outreach to our migrant, AA, and EL families.

Special focus on the needs of our EL and migrant families using the resources of the EL services through FUSD.

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**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

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**1 SSC:**

- Communicate with parents using phone, text, email and Dojo in both Spanish and English
- Make sure all messages are identical in Spanish and English
- Provide feedback to families about the progress of their child towards grades and meeting standards
- Continue the use of town hall meetings
- Establish a parent coffee our and a time for Spanish speaking parents to discuss matters that are specific to their needs.
- Establish an African American parent leadership group.

**2 ELAC:**

- Provide more opportunities for students to master English skills
- Provide communication in Spanish and English
- Provide support for migrant students and those families who are new to the area
- Provide more tutoring and academic support for EL students during the school day.

**3 Staff:**

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

**Action 1**

**Title:** Parent Engagement

Action Details:

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

**Reasoning for using this action:**     Strong Evidence                       Moderate Evidence                       Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

Details: Explain the data which will specifically monitor progress toward each indicator target

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

Owner(s):

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

Timeline:

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

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- Student Academics: Parent classes on understanding curriculum, grading policies, strategies for support students academically, strategies courses for parents of students with autism, and supports for migrant families.
- Student Centered and Real-World Learning: Allowing parents to chaperone on various trips, sponsoring parent days, introduce my parent days.

- Student Engagement: Maintaining an open door policy with parents. Supporting parents in their understanding of clearing absences.

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

District level EL Supports

RTI CTs working with our EL population

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

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

EL parent group

Migrant Family Supports

LTEL supports after school for 5th and 6th

Babysitting during meetings/Translation services

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

Parent groups for EL, Migrant and African American families.

Interact fellows focused on at-risk ELs

Migrant family supports

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0270 Kirk Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Parent Participation/Communication: SSC, ELAC, Coffee Hr, flyers, newsletters, material development and preparation	1,500.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting	599.00
G5A1	LCFF: EL	Parent Participation	Othr Crt-Sup			Interpreting/Translating: Parent Townhall Mtgs., SSC, ELAC, translating documents	816.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Parent meetings, parent teacher conferences	3,153.00

**\$6,068.00**



## 2021-2022 Budget for SPSA/School Site Council

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

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Teacher-Subs			Math Lesson Design (MLD)	2,320.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Educational software licenses: IXL educational software subscription (G1, A2)	3,795.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Curriculum resources, posters, handbooks, etc. (G1, A1; G1,A2; G3, A1; G3, A2; G5,A1)	500.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Curriculum Associates: iReady Teacher Toolbox	3,740.00
G1A2	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : Education Leadership Foundation: 2 Inter-Act Fellows to support reading intervention	26,045.00
G1A2	Title 1 Basic	Instruction	Cons Svc/Oth			Write Tools, LLC : Write Tools: Teacher PL (70%)-Responding to Literature, 2 coaching days	7,906.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2500		24,384.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2500		27,311.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			PLC Planning, SSTs, IEPs, Targeted Support Team(TST), Professional Learning (G1A1; G3A1; G3A2)	4,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Student incentives, parent meetings, instructional materials, etc. (G1,A1; G3,A1; G3,A2; G5, A1)	5,595.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Laptops, projectors, doc cameras, heaphones, educational tech,etc. (G1, A1)	6,448.00
G1A2	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : Education Leadership Foundation: Inter-Act Fellows reading intervention support	2,700.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Tech repair and maintenance (G1,A1)	1,000.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1875		18,289.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1875		20,484.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			District ELPAC Assessors	2,500.00
G1A2	LCFF: EL	Instruction	Mat & Supp			: Instructional materials, education resources, etc. (G1, A1)	4,204.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			Laptops, headphones, educational tech, etc. (G1,A1)	7,000.00
G1A2	LCFF: EL	Instruction	Cons Svc/Oth			Write Tools, LLC : Write Tools: Teacher PL (30%)-Responding to Literature, 2 coaching days	3,494.00
G1A2	One-Time School	Instruction	Teacher-Supp			Saturday L.I.O.N.S. Club and unfinished learning supplemental contracts, teacher planning (G1A1)	12,470.00
G1A2	One-Time School	Instruction	Mat & Supp			: Student incentives, instructional materials and supplies, etc. (G1,A1)	2,167.00
G3A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	G3A2; G1A1; G1A2	51,435.00
G3A1	Sup & Conc	Other Pupil Services	Oth Cls-Extr			NTA Extra Time	103.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Parent Participation/Communication: SSC, ELAC, Coffee Hr, flyers, newsletters, material development and preparation	1,500.00

G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup	Babysitting	599.00
G5A1	LCFF: EL	Parent Participation	Othr Crt-Sup	Interpreting/Translating: Parent Townhall Mtgs., SSC, ELAC, translating documents	816.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup	Parent meetings, parent teacher conferences	3,153.00
					<b>\$243,958.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$39,790.00
Sup & Conc	7090	\$129,591.00
LCFF: EL	7091	\$59,940.00
One-Time School	7099	\$14,637.00
<b>Grand Total</b>		<b>\$243,958.00</b>

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$186,352.00
G3 - Increase student engagement in their school and community	\$51,538.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$6,068.00
<b>Grand Total</b>	<b>\$243,958.00</b>