


**Kratt Elementary**

10621666006332

Principal's Name: Kacey Sanom

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


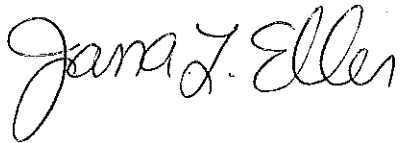
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 - Kacey Sanom	X				
2. Chairperson - Jana Eller		X			
3. Lisa Binns		X			
4. Kae Honebein-Hardie		X			
5. Erica Montano			X		
6. Rachel Tovar				X	
7. Danielle Patch				X	
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

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

**Required Signatures**

School Name: Kratt Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Kacey Sanom		March 24, 2021
SSC Chairperson	Jana Eller		March 24, 2021

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

Kratt - 0285

**ON-SITE ALLOCATION**

3010	Title I	\$51,175 *
7090	LCFF Supplemental & Concentration	\$177,870
7091	LCFF for English Learners	\$16,200
7099	School Opening Support <i>(New! One-time funds)</i>	<u>\$20,090</u>
<b>TOTAL 2021/22 ON-SITE ALLOCATION</b>		<b>\$265,335</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	\$1,335
Remaining Title I funds are at the discretion of the School Site Council	<u>\$49,840</u>
Total Title I Allocation	\$51,175

## Kratt 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		47.56 %	2020-2021	54.56 %
I-Ready Math D2 On Level		33.77 %	2020-2021	40.77 %
I-Ready ELAD2 On Level (Students With Disabilities)		23.19 %	2020-2021	30.19 %
I-Ready Math D2 On Level (Students With Disabilities)		18.84 %	2020-2021	25.84 %

**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

Kratt's actions were in literacy achievement and digital literacy. The following was effective in increasing student achievement:

- Increased use of technology tools to support instruction (i.e., Nearpod, whiteboard.fi, Microsoft Teams, chat box, Breakout rooms, etc.)
- Each student received their own laptop to access online learning
- PLC implementation of Common Formative Assessments and data analysis
- Quarterly standards planning with strategic alignment of curriculum, instruction and assessments.
- In grades 3-6, strategic planning using information of Claims and Targets to plan rigorous tasks aligned to SBAC
- PL in distance learning using the Distance Learning Playbook and PL by Doug Fisher, PL on essential standards, assessment alignment, teacher clarity, and student engagement and collaboration
- 90% of students are using the iReady online instruction in reading. 67% of students have passed their lessons with 70% or higher.

**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

- Distance learning and all the inequities that come with DL (i.e., lack of internet, technology inconsistent, accessing learning from home environment, lack of access to resources, etc.)
- Lack of strategic small group reading intervention
- Inconsistent PLC implementation and follow-up of CFAs and student data due to different DL schedules this year
- Need for consistency of instructional decisions around identified claims, targets, and grade level standards
- Instructional time not consistently utilized to support rigorous challenging content
- Limited resources in K-2 to support rigorous challenging content
- Student attendance

#### I-Ready ELA D2 On Level (Students With Disabilities)

- Many of our tier 3 students suffer from trauma. With distance learning it has been challenging to meet those needs
- Attendance in our 1-3 SDC class has been inconsistent with 82% attendance (5 out of 7 students)

- Designated ELD instruction with a Certificated Tutor

#### **I-Ready ELA D2 On Level (Students With Disabilities)**

- Attendance in our TK/K and 4-6 SDC classes has been good with 93-95% attendance
- Paraeducators have continued to support small groups of students virtually

#### **I-Ready Math D2 On Level**

Kratt's action was in math achievement and digital literacy. The following was effective in increasing student achievement:

- Increased use of technology tools to support instruction (i.e., Nearpod, whiteboard.fi, Microsoft Teams, chat box, Breakout rooms, etc.)
- Each student received their own laptop to access online learning
- PLC implementation of Common Formative Assessments and data analysis
- Quarterly standards planning with strategic alignment of curriculum, instruction and assessments.
- In grades 3-6, strategic planning using information of Claims and Targets to plan rigorous tasks aligned to SBAC
- PL in distance learning using the Distance Learning Playbook and PL by Doug Fisher, PL on essential standards, assessment alignment, teacher clarity, and student engagement and collaboration
- 90% of students are using the iReady online instruction in math. 82% of students are completing lessons with a 70% or higher passing rate.

#### **I-Ready Math D2 On Level (Students With Disabilities)**

- Attendance in our TK/K and 4-6 SDC classes has been good with 93-95% attendance
- Paraeducators have continued to support small groups of students virtually

chronically absent)

- Due to DL we have incomplete assessment data for our K-3 SDC classes

#### **I-Ready Math D2 On Level**

- Distance learning and all the inequities that come with DL (i.e., lack of internet, technology inconsistent, accessing learning from home environment, lack of access to resources, etc.)
- Lack of strategic small group math intervention
- Inconsistent PLC implementation and follow-up of CFAs and student data due to different DL schedules this year
- Need for consistency of instructional decisions around identified claims, targets, and grade level standards
- Instructional time not consistently utilized to support rigorous challenging content
- Student attendance

#### **I-Ready Math D2 On Level (Students With Disabilities)**

- Many of our tier 3 students suffer from trauma. With distance learning it has been challenging to meet those needs
- Attendance in our 1-3 SDC class has been inconsistent with 82% attendance (5 out of 7 students chronically absent)
- Students in the 4-6 SDC class went from 21% in Tier 2 on the iReady Diagnostic 1 to 5% on the Diagnostic 2 with the rest of the students moving down to Tier 3.
- Due to DL we have incomplete assessment data for our K-3 SDC classes

**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 Covid-19, many of the actions we planned did not come to fruition. Our K-1 teachers did not participate in Orton-Gillingham training to support reading foundational skills instruction, we did not have our Teaching Fellows to support small group reading instruction in first grade, we did not utilize the iReady toolbox, and many of our small group interventions were not consistently held due to the distance learning format and instructional schedules.

**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.

Next year our teacher PL will focus on early literacy skills in TK-3 grades and on reading comprehension in grades 4-6 using Reciprocal Teaching strategies. This will help student reading achievement. Grade 5 and 6 teachers will participate in PL on Swun Math using Math Lesson Design. We will continue our RTI model and make enhancements to these 30 minute blocks per day so that student needs are met. We will also offer supplemental contracts for academic tutoring after school in the area of math.



**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:

- RTI support/tutoring
- Monitoring for EL students
- Homework help/opportunities after school

**2** ELAC:

ELAC merged with our SSC

**3** Staff:

- Small group tutoring (before, during, and after school)
- Rewards for reading
- Academic clubs
- Continue intervention groups
- Additional certificated teacher to support math/reading
- Keep Teaching Fellows
- Support for small groups/classroom support
- Revamp intervention program
- Computer/technology support - keyboarding
- More time for PLCs
- Math fluency

### Action 1

**Title:** Student Achievement in Literacy

[Action Details:](#)

Kratt students will be engaged in a rigorous and comprehensive language arts program aligned with the Common Core State Standards. Instructional practices will align with the FUSD Instructional Practice Guide for Literacy. To support all learners, Kratt will implement a comprehensive reading support and intervention program through a daily 30 minute Blended Learning Block with an emphasis on Personalized Learning. Early literacy skills will be emphasized in grades TK-3. In grades 4-6 students will receive support with comprehension of text with the implementation of Reciprocal Teaching strategies. The i-Ready assessment and instruction program will be utilized to help teachers look across groups of students to understand strengths, target areas of needs, and spot trends. Four Teaching Fellows will be provided for Tier 2 support with students in learning reading foundation skills in first through third grades during their Bulldog Time (RTI) block.

**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**

- Professional Learning Communities: Develop, administer, and analyze Common Formative Assessments
- IAB and FIAB Blocks (3-6)
- SBAC ELA (3-6)
- ELPAC
- i-Ready Diagnostic assessments (3 times per year)
- i-Ready Standards Mastery
- Student goal setting
- Grade level data chats
- Daily progress monitoring: Classroom observations using the IPG tool, feedback, and reflective conversations

**Owner(s):**

Administrators, Classroom Teachers, ILT, Certificated Tutor, Teaching Fellows, Paraprofessionals, Students

**Timeline:**

- Ongoing
- Ongoing - planned quarterly
- May 2022
- Spring 2022
- 3 times per year
- On-going
- 3 times per year/ongoing
- Twice per year
- Ongoing

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

- High-quality Tier 1 instruction of ELA standards utilizing Wonders resources and materials ensuring the 4 Tights of Classroom Foundations: Objective, Aligned Instruction, Assessment (Checking for Understanding), and Closure
- 30 minute Daily Blended Learning Block of Tier 2 and 3 instruction-differentiated, personalized small instruction utilizing the i-Ready system for all students provided by classroom teachers utilizing small group instruction
- 4 Teaching Fellows to support first through third grade students in reading foundations
- PLC created Common Formative Assessments & Data Analysis
- Supplemental Contracts and substitutes to support teacher planning, professional learning, ILT, grade level data chats, and monthly SST/IEP meetings
- Funds to provide early learning and reading comprehension professional learning for teachers and staff
- Funds to build capacity of staff to attend Institutes and Conferences to support student achievement
- Materials/supplies to support student achievement, professional learning of teachers, and parent engagement
- On-line Instructional Programs (i.e., fluency, keyboarding, Star fall, etc)
- Funds to provide incentives and awards for students' academic progress and achievements
- Technology to support instruction of students (i.e., tablets, headphones, projectors, etc.)
- Supplemental contract for technology coordinator

**Specify enhanced services for EL students:**

- Certificated Tutor will provide designated ELD through small group instruction to support access to CORE curriculum.
- Certificated Tutor will conduct ELPAC camp with EL students prior to ELPAC administration.
- Ongoing progress monitoring by teachers and CT. CT will review the EL Goal Setting Report and ELPAC scores with students, set goals, and monitor progress.
- CT and teachers will monitor redesignated students quarterly
- CT and VP will meet regularly throughout the year to monitor how students are progressing and monitor program effectiveness
- Teachers will provide integrated ELD throughout the day in every lesson/content area.
- Access to technology will be provided in order to enhance language acquisition, vocabulary, comprehension and written language.
- Materials and supplies will be purchased that support access to CORE curriculum
- Teacher PL on the use of ELD strategies (i.e. academic discourse and visual supports)

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

- All teachers will review assessment data in order to determine the specific instructional needs of all students and develop an action plan to address needs. Teachers will identify students from significant subgroups on their reporting tools in order to easily identify trends and needs.
- All teachers will conduct goal setting conferences with students and provide clear learning targets for students in significant subgroups.
- Site funded Hand in Hand mentor will support identified low performing students to navigate the educational setting, in order to develop positive connections at school.
- SPED teachers will join GE teachers during PLCs to align grade level standards, utilize resources, and ensure rigor to help support students
- SPED teachers will join district led WonderWorks PLCs to support students
- Supplemental instruction materials, resources, and technology will be provided to support intervention for significant subgroups.
- Books will be purchased for staff to engage in professional readings that provide research based strategies in working with: ELLs, Special Ed, African American, and students of poverty.
- Twice per year the RSP teacher and paraeducators will meet with general education teachers to review student IEP goals and progress of students

## Action 2

**Title:** Student Achievement in Mathematics

### Action Details:

Kratt students will be engaged in a rigorous and comprehensive mathematics program aligned with the Common Core State Standards. Instructional practices will align with the FUSD Instructional Practice Guide for Math. An emphasis will be placed on conceptual and procedural understanding leading to opportunities for application to real world problems to include digital application using technology. The eight mathematical practices will be embedded throughout the lessons. Fifth and sixth grade teachers will participate in a pilot program with Swun math for the implementation of Math Lesson Design. The i-Ready assessment and instruction program will be utilized to help teachers look across groups of students to understand strengths, target areas of needs, and spot trends.

**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

- Professional Learning Communities: Develop, administer, and analyze Common Formative Assessments
- i-Ready Diagnostic Assessments
- F-IABs and IABs (3-6)
- SBAC Math (3-6)
- Student goal setting
- Student Achievement Conferences
- Daily progress monitoring: Classroom observations using the IPG tool, feedback, and reflective conversations

#### Owner(s):

Administrators, Classroom Teachers, Students

#### Timeline:

- Ongoing
- 3 times per year
- Ongoing - Planned quarterly
- May 2022
- 3 times per year/ongoing
- 2 times per year
- Ongoing

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

- High-quality first instruction of Math standards utilizing GoMath resources and materials ensuring the 4 Tights of Classroom Foundations: Objective, Aligned Instruction, Assessment (Checking for Understanding), and Closure
- 30 minute Daily Blended Learning Block of Tier 2 and 3 instruction-differentiated, personalized small instruction for all students provided by classroom teachers utilizing small group instruction
- PLC created Common Formative Assessments & Data Analysis
- Supplemental Contracts and substitutes to support teacher planning, professional learning, ILT, Student Achievement Conferences, and monthly SST/IEP meetings
- Funds to build capacity of staff to attend Institutes and Conferences to support student achievement
- Materials/supplies to support student achievement, professional learning of teachers, and parent engagement
- Funds for professional learning for 5th and 6th grade teachers to participate in Swun math MLD
- On-line Instructional Programs
- Funds to provide incentives and awards for students' academic progress and achievements
- Technology to support instruction of students (i.e., tablets, headphones, projectors)
- Supplemental contract for technology coordinator
- Supplemental contracts for academic tutoring in math

### Specify enhanced services for EL students:

- Teachers will provide integrated ELD throughout the day in every lesson/content area.
- CT and VP will meet regularly throughout the year to monitor how students are progressing and monitor program effectiveness
- Access to technology will be provided in order to enhance language acquisition, vocabulary, comprehension and written language.

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

- All teachers will review assessment data in order to determine the specific instructional needs of all students and develop an action plan to address needs. Teachers will identify students from significant subgroups on their reporting tools in order to easily identify trends and needs.
- All teachers will conduct goal setting conferences with students and provide clear learning targets for students in significant subgroups.

- Materials and supplies will be purchased that support access to CORE curriculum
- Teacher PL on the use of ELD strategies (i.e. academic discourse and visual supports)
- Site funded Hand in Hand mentor will support identified low performing students to navigate the educational setting, in order to develop positive connections at school.
- Supplemental instruction materials, resources, and technology will be provided to support intervention for significant subgroups.
- SPED teachers will join GE teachers during PLCs to align grade level standards, utilize resources, and ensure rigor to help support students.
- Books will be purchased for staff to engage in professional readings that provide research based strategies in working with: ELLs, Special Ed, African American, and students of poverty.
- Twice per year the RSP teacher and paraeducators will meet with general education teachers to review student IEP goals and progress of students

### Action 3

**Title:** Increase English Learner Redesignation Rate

#### Action Details:

Kratt will implement a comprehensive, balanced language acquisition program with integrated and designated English Language Development. A certificated tutor will work with students on their English Language Development in designated small groups to focus on reading, writing, listening, and speaking. Teachers will know who their English learner students are and their ELD levels. Using this knowledge, teachers can plan for integrated opportunities to support EL students expand their academic vocabulary and discourse through reading, writing, and speaking opportunities in all subject areas. The Kratt English Learner Team will meet quarterly to review student progress and make recommendations for next steps.

**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

- Professional Learning Communities: Develop, administer, and analyze Common Formative Assessments
- IAB and FIAB Blocks (3-6)
- SBAC ELA (3-6)
- ELPAC
- i-Ready Diagnostic assessments (3 times per year)
- i-Ready Standards Mastery
- Student goal setting
- Grade level data chats
- Daily progress monitoring: Classroom observations, feedback, and reflective conversations

##### Owner(s):

Administrators, Classroom Teachers, ILT, Certificated Tutor, Teaching Fellows, Paraprofessionals, Students

##### Timeline:

- Ongoing
- Ongoing - planned quarterly
- May 2022
- Spring 2022
- 3 times per year
- On-going
- 3 times per year/ongoing
- Twice per year
- Ongoing

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

- High-quality first instruction of ELA and ELD standards utilizing Wonders resources and materials ensuring the 4 Tights of Classroom Foundations: Objective, Aligned Instruction, Assessment (Checking for Understanding), and Closure
- Designated ELD instruction with a certificated tutor daily utilizing the Wonders ELD curriculum
- PLC created Common Formative Assessments & Data Analysis
- Supplemental Contracts and substitutes to support teacher planning, professional learning, ILT, grade level data chats, and monthly SST/IEP meetings

- Funds to provide early learning and reading comprehension professional learning for teachers and staff
- Funds to build capacity of staff to attend Institutes and Conferences to support student achievement
- Materials/supplies to support student achievement, professional learning of teachers, and parent engagement
- On-line Instructional Programs (i.e., fluency, keyboarding, Star fall, etc)
- Funds to provide incentives and awards for students' academic progress and achievements
- Technology to support instruction of students (i.e., tablets, headphones, projectors, etc.)

#### Specify enhanced services for EL students:

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- Certificated Tutor will provide designated ELD through small group instruction to support access to CORE curriculum.
- Certificated Tutor will conduct ELPAC camp with EL students prior to ELPAC administration.
- Ongoing progress monitoring by teachers and CT. CT will review the EL Goal Setting Report and ELPAC scores with students, set goals, and monitor progress.
- CT and teachers will monitor redesignated students quarterly
- CT and VP will meet regularly throughout the year to monitor how students are progressing and monitor program effectiveness
- Teachers will provide integrated ELD throughout the day in every lesson/content area.
- Access to technology will be provided in order to enhance language acquisition, vocabulary, comprehension and written language.
- Materials and supplies will be purchased that support access to CORE curriculum
- Teacher PL on the use of ELD strategies (i.e. academic discourse and visual supports)

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

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- All teachers will review assessment data in order to determine the specific instructional needs of all students and develop an action plan to address needs. Teachers will identify students from significant subgroups on their reporting tools in order to easily identify trends and needs.
- All teachers will conduct goal setting conferences with students and provide clear learning targets for students in significant subgroups.
- Site funded Hand in Hand mentor will support identified low performing students to navigate the educational setting, in order to develop positive connections at school.
- SPED teachers will join GE teachers during PLCs to align grade level standards, utilize resources, and ensure rigor to help support students
- SPED teachers will join district led WonderWorks PLCs to support students
- Supplemental instruction materials, resources, and technology will be provided to support intervention for significant subgroups.
- Books will be purchased for staff to engage in professional readings that provide research based strategies in working with: ELLs, Special Ed, African American, and students of poverty
- Certificated tutor will remain in regular contact with classroom teachers regarding EL student progress
- Twice per year the RSP teacher and paraeducators will meet with general education teachers to review student IEP goals and progress of students

# 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0285 Kratt Elementary (Locked)

## G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for PLCs, PL, ILT, Data Chats, SSTs, articulation *Cannot be for mandatory items (IEP, ELAC, SSC, etc)*	894.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supp. Contracts for Instructional Planning	6,106.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials/supplies ** NO FOOD OR INCENTIVES **	852.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology (laptops, headsets, doc. cameras, etc.)	5,000.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows to support early literacy Gr. 1-3	30,900.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for PLCs, PL, ILT, Data Chats, SSTs, IEPs, articulation	13,743.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Technology Coordinator	2,275.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials/supplies	14,400.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Repair/maintenance of technology	2,500.00
G1A2	One-Time School	Instruction	Teacher-Supp			Supp. contracts for academic tutoring	8,020.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2475		20,639.00
G1A3	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1900		15,843.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials/supplies	357.00

**\$121,529.00**

**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**

All students participated in at least one virtual fieldtrip and had a book author presentation as part of Read Across America week.

**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**

- Distance learning and all the inequities that come with DL (i.e., lack of internet, technology inconsistent, accessing learning from home environment, lack of access to resources, etc.)

**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 Covid-19, many opportunities we have traditionally had on campus could not be the same. We did host virtual events including Red Ribbon Week, Spelling Bee for grades 4-6, Read Across America week which featured guest authors, Peer Mediators which focused on these students learning self-care during current circumstances, and students in all classes participated in virtual field trips. We also held virtual student events where students were involved in building challenges, sharing their pets, and recognized for being Bulldog of the Month. Attendance at these events were low in comparison to the total student body. Unfortunately we were not able to offer additional leadership opportunities such as student council or student clubs to students due to a lack of staff to run these programs.

**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 continue to offer a variety of opportunities for students. In addition to activities we've been doing, we want to include more community service projects and have a goal to calendar at least two for the year. We also will provide one Teaching Fellow two days per week to facilitate lunch time clubs for students that will change quarterly to offer a variety of choices based on interests.

**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 fieldtrips
- Engage students in community projects
- Career & technology education (PL and resources)

**2** ELAC:

ELAC joined with our SSC

**3** Staff:

- Continue field trips
- Guest speakers/career day
- Lunch time clubs
- Culture day
- More opportunities/resources/supplies for STEM
- Intramural program
- Talent show, plays, and other activities
- School based monthly challenge that students can do at home (cooking, sewing, crafting, etc.)

**Action 1**

**Title:** Prepare Productive Members of the Community

Action Details:

Kratt will provide a variety of college and career experiences for students in the areas of civic education, character counts, school leadership, community service/projects, lunch clubs, and additional opportunities through field trips, career speakers, and research presentations.

**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

Owner(s):

Timeline:

- Goal 2 participation report
- Attendance at career opportunities and field trips
- Participation in student clubs, service projects, and Student Council

Administrators, Classroom teachers, RCA, Lunch Clubs Teaching Fellow

- Quarterly
- Opportunities will be scheduled on our site yearly calendar

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

- One teaching fellow will be provided to facilitate and support student clubs during lunch times twice per week. Student clubs will rotate on a quarterly basis.
- Students will participate in CTE study trips/experiences designated by the district.
- All students will participate in school-wide activities such as Red Ribbon Week and Read Across America which include opportunities to meet various community members from a variety of career fields.
- Student Council will be established each semester to promote leadership on campus, school connectedness, and provide opportunities for students to engage in a variety of activities that could lead to future careers (event planning, charity work, fund raising, etc.)
- Peer Mediators will be trained in conflict resolution to work with students in helping resolve conflicts on campus
- Community service projects will be planned by partnering with PTA and Student Council to help facilitate
- Materials/supplies to support student learning experiences
- Funds to provide incentives and awards for student participation and achievements

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:



- EL students will participate in all grade level opportunities.
- Reading writing, listening, and speaking opportunities will be embedded in all activities to provide opportunities for language acquisition and use.

- Grade level opportunities will be provided to all subgroups
- Reading, writing, listening, and speaking opportunities will be embedded in all activities to provide opportunities to grow in these areas
- Inclusive opportunities will be provided and discussed throughout the year and during every IEP meeting

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0285 Kratt Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Mat & Supp			: Materials/supplies/incentives	1,500.00
G2A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellow to support student clubs at lunch time	5,000.00

**\$6,500.00**

**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		15.28 %	2020-2021	13.28 %
Suspensions students with 1 or more		0 %	2020-2021	0 %
Chronic Absenteeism (Students with Disabilities)		20.93 %	2020-2021	18.93 %
Suspensions students with 1 or more (Students With Disabilities)		0 %	2020-2021	0 %

**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**

Our good attendance has grown from last year from 64% last year to 70% this year. We have implemented the following to help promote attendance:

- Quarterly incentives
- RCA and Hand in Hand mentor connecting on Teams with students classified as "Chronically Absent"
- School theme to promote sense of belonging
- Quarterly recognition awards
- Principal home visits/teacher contact

**Chronic Absenteeism (Students with Disabilities)**

- Paraeducators have continued to support small groups of students virtually

**Suspensions students with 1 or more**

No data this year

**Suspensions students with 1 or more (Students With Disabilities)**

No data 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.

**Chronic Absenteeism**

- Our chronic absenteeism has risen this year from last year slightly. It is currently 14.52% and last year it was 13.29 %.
- Limited staff to make home visits and support families with chronic absenteeism.
- Due to Covid-19, attendance meetings were not consistently held or attended due to the virtual format.

**Chronic Absenteeism (Students with Disabilities)**

Chronic absenteeism for students with disabilities is 5% higher than our overall Kratt average. In our SDC 1-3 class, 5 of the 7 enrolled students are in this category.

**Suspensions students with 1 or more**

No data this year

**Suspensions students with 1 or more (Students With Disabilities)**

No data this year

**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 Covid-19, many of the actions we planned did not come to fruition. Since we have not been on campus we did not utilize a Teaching Fellow to support team building through organized games at recesses. While we have continued to have a RCA and Hand in Hand mentor, their ability to connect with students has been greatly limited due to online learning.

**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 provide one Teaching Fellow three days a week to support students through organized games at recesses. We also are moving from an On-Site Counselor to a School Social Worker so that this person can play a larger role in working with students, staff, and families to make sure students' social and emotional well being is taken care of and that students are engaged in their school. We plan to utilize our Hand in Hand mentor a little differently with more support and focus for students who are chronically absent. We also will institute some grade level attendance goals with rewards as well as a "Beat the Bell" incentive program.

**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:

- Make personal contact with students chronically absent. Provide additional supports for students and parents.
- Community projects in the neighborhood
- Partner with community for projects like Neighborhood Clean, Coats for Kids

**2** ELAC:

ELAC joined with SSC

**3** Staff:

- Student clubs
- Fun assemblies - continue Fun Works
- Support for parents
- Incentives
- Continue morning meetings
- Elective wheel
- Student clubs
- "Little Friends" or volunteers to help younger students
- Hand in hand mentor
- Increase SEL groups
- Incorporate art projects, science experiments, hands-on learning
- Classroom book buddies
- Continue RISE for first grade
- Guest speakers
- Grab and go projects
- Family nights (movies, games, Bingo, etc.)
- Continue recognition like Bulldog of the month
- Arts, music, and sports are important
- Consider how to utilize music educators to support students

## Action 1

**Title:** Student Engagement Opportunities

### Action Details:

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

<b>Reasoning for using this action:</b> <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input 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

#### Owner(s):

#### Timeline:

- Review of School Engagement reports
- Review of School Climate & Culture student, family, and staff surveys
- Participation rates in activities, clubs, sports, etc.
- Attendance at activities/programs

Administrators, Teachers, School Climate & Culture Team, Coaches, Noon-time Teaching Fellow, RCA, Hand in Hand Mentor

- Quarterly

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

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- Provide wider array of options during recess: including clubs, art, kindness cart, book cart, noon-time activities, and additional play equipment.
- Resource Counseling Assistant will support alternative recess location for students in grades K-6 during morning/lunch recess and/or de-escalation room for short "time-aways" from class. Materials will be purchased to support these activities.
- Character Counts will be emphasized in order to develop a positive school culture. Students will continue to earn charms for their "achievement necklace" by demonstrating character, kindness, and through participation in activities.
- Teaching Fellow will plan and implement organized noon-time activities for students during lunch recesses. These activities will help engage students in team building and character development.
- Quarterly behavior incentives will be offered to promote kindness, character counts, and encourage school connectedness.
- School Fun Works assemblies will be provided to continue to build student belonging and school connectedness.

#### Specify enhanced services for EL students:

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

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- EL students will participate in all grade level opportunities.
- Reading writing, listening, and speaking opportunities will be embedded in all activities to provide opportunities for language acquisition and use.

- Participation in the variety of engagement opportunities will help improve students' self-efficacy and support their feelings of connectedness to school
- Supports will be put in place to help students engage in activities based on trends in participation rates

## Action 2

**Title:** Supports for Social-Emotional Learning

### Action Details:

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Kratt will continue to implement a Tiered Level of response and support to all students' behaviors and behavioral incidents. This will directly link to a reduction in student suspension rates. Kratt will continue to implement Safe and Civil components such as Class Meetings, Second Step curriculum for SEL lessons, Guidelines for Success using our new B.A.R.K. acronym, and CHAMPS for all students to promote growth mindset, self-efficacy, self-management, and self-awareness. Incentives for students will be provided focusing on the six pillars of Character. Kratt will also seek out the support of outside agencies for Tier 2 and Tier 3 support for social emotional needs.

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**

- Atlas Office Referrals by Teacher analysis
- Power BI behavior reports
- RCA reports
- SST referrals
- Atlas Suspension rates
- School Social Worker referrals
- SEL surveys
- Class Meeting Quarterly Logs
- Daily progress monitoring: Classroom observations, feedback, and reflective conversations

**Owner(s):**

Administrators, Classroom teachers, RCA, School Social Worker, School Psychologist, Climate & Culture team, Hand in Hand Mentor

**Timeline:**

School-wide structures will begin the first day of school with Morning Meetings  
Monthly Student Success Team meetings  
Monthly referral and suspension data

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

- All teachers will implement weekly classroom meetings, Second Step lessons to support students with conflict resolution, bullying, social skills, self-awareness, self-management, social awareness and promote positive classroom and school climate (Tier 1)
- Students will receive opportunities for alternative recess location (Kratt Doghouse), structured play, and support by the RCA with appropriate social interactions. (Tier 2)
- Identified students will receive support through informal or formal behavior support contracts/interventions with incentives/rewards to promote positive behavior (Tier 2&3)
- Once Resource Counseling assistant will be funded for 3.5 hours per day as an intervention/support for Tier 2 students.
- One Hand in Hand Mentor will be funded as an intervention/ support for identified Tier 2 &3 students. The mentor will work with identified at-risk students to focus on addressing chronic absenteeism through daily check-ins, make positive connections with students and families, push-in support to help students transition in to class and focus on staying in class to support learning, and will participate in structured activities during morning and lunch recesses.
- Students and families will participate in a variety of hands-on rallies focused on character throughout the year provided by Fun Works
- Teachers, Administration, School Psych, nurse, and parents will participate in Student Success Team meetings to determine Tier 3 behavioral/social-emotional interventions for identified students.
- A half-time school social worker will be provided for individual and small groups exhibiting intensive social-emotional needs and family support (Tier 3)
- "Bulldog of the Month" program will honor two students per class for demonstrating the character trait of the month. Lunch with the principal, award certificates, and presentations at Blacktop Friday will help support positive character in each student.
- Quarterly incentives will be offered to promote kindness, character counts, and engage students in school connectedness.
- Supplemental contract for RCA to facilitate small groups of students on coping skills, anger management, calm down strategies, etc.

**Specify enhanced services for EL students:**

EL students will be supported through RCA, Hand in Hand Mentor, and School Social Worker when needed.

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

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

**Action 3**

**Title:** Decrease Chronic Absenteeism

**Action Details:**

Kratt will increase student attendance rates by creating a focus on the importance of attendance for future student success with staff, students, families, and the community. Kratt will implement a school-wide attendance program by establishing goals for improving attendance, offering friendly competition among grade levels for the most improved attendance, begin a Beat the Bell program, and provide communication throughout the year to all stakeholders on the importance of attendance and improving a positive school climate resulting in better schoolwide attendance. Incentives will be provided to help promote good attendance and encourage all students to come to school on time, every day. Tier 2 and Tier 3 support with the Hand in Hand mentor, School Social Worker, classroom teachers and administration will be provided to identified students who are near or chronically absent.

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

- Atlas and Power BI Attendance Data Reports
- A2A attendance data
- Attendance letters
- Attendance conferences with parents - sign-in sheets/logs
- Attendance contracts
- Participation rate of students entered in to the "Beat the Bell" drawings

##### Owner(s):

Administrators, Office Assistant, Classroom Teachers, Mentor, School Social Worker, Students

##### Timeline:

Monthly  
Quarterly

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

- Classes will display poster, "We have 100% Attendance today" on their doors to encourage and promote attendance
- Daily "Beat the Bell" incentives will be provided to students
- Quarterly awards given for exemplary attendance along with attendance charms
- Teachers and administration will reach out to conference with families about the importance of attendance
- Conferences will be held with parents of chronically absent students.
- Hand in Hand mentor will be provided to conduct regular check-ins with identified students and develop incentive contracts for students with chronic or severely chronic attendance
- School Social Worker will work with families to provide supports on the importance of regular attendance

##### Specify enhanced services for EL students:

- Provide translator for parents needing primary language support for meetings and communications promoting the positive impact of regular school attendance.
- Administration will support parents of EL students through verbal communications between home and school, parent outreach for involvement in meetings and activities, and assist with other related resources when needed.

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

- Administration will support parents through verbal communications between home and school, parent outreach for involvement in meetings and activities, and assist with other related resources when needed.
- Hand in Hand Mentor and School Social Worker will work with identified at-risk students to focus on addressing chronic absenteeism through daily check-ins, make positive connections with students and families, push-in support to help students transition in to class and focus on staying in class to support learning, and will participate in structured activities during morning and lunch recesses.

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0285 Kratt Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Mat & Supp			: Materials/supplies	2,000.00
G3A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellow to support team building through noon-time activities	7,000.00
G3A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Ext			RCA support for SEL Groups	5,072.00
G3A2	Sup & Conc	Instruction	Mat & Supp			Incentives/rewards for positive behavior and SEL	2,500.00
G3A2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Hand in Hand Mentor : Hand in Hand Mentor	23,000.00
G3A2	Sup & Conc	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	0.5000	School Social Worker - 185 days Kratt (G3A2) and Turner (G3A2) splitting position 0.50 FTE each	57,677.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		14,296.00
G3A3	Sup & Conc	Instruction	Mat & Supp			: Materials/supplies/incentives	1,000.00

**\$112,545.00**



**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 Goal - Site Defined		0 %	2020-2021	87 %

**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**

- This past year we have built staff capacity through different professional learning opportunities on topics most related to our current work. These topics of PL have included cultural proficiency, distance learning, and student engagement. We also have maintained our quarterly PLC instructional planning days so that teachers could plan instruction for the quarter focused on priority standards and use CFAs to check for student understanding. We utilized FUSD quarterly planners, Achieve the Core documents, SBAC resources, and learning from Doug Fisher as part of the planning.
- Virtual staff events were planned monthly by the Climate and Culture team to support staff sense of belonging and connectedness. Events included online game nights, sending uplifting cards to staff in the mail, Christmas ornaments, and get to know you photo presentations.

**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**

- Factors that have contributed to disproportionality of low-performing student groups include specific factors related to being in remote learning due to Covid-19. These include lack of time to build staff capacity with reduced hours for teacher PLCs and meetings and reduced instructional minutes, lack of staff on campus in space with each other to build school connectedness and sense of belonging, and all of the other emotions that came with a pandemic that impacted students, staff, and families.
- Another area of disproportionality we need to look at is the lack of student representation at Kratt.

**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.

A staff goal was not part of our FUSD SPSA last year. Therefore we do not have any differences between intended and actual implementation of actions since these were not part of our plan. We did have professional learning as part of our SPSA last year which we continued this year. Our PL opportunities were limited due to the Distance Learning schedule. We were able to continue quarterly instructional planning with PLCs, order every teacher a Distance Learning Playbook professional reading book, and send two teams to virtual workshops through Solution Tree on PLCs and RTI.

**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.

Next year we will continue professional learning of all staff in cultural proficiency and SEL. PL for teachers will focus in early literacy for grade TK-3 grade teachers and reading comprehension using the Reciprocal Teaching

strategy for grade 4-6 teachers. Our 5th and 6th grade teachers will also participate in mathematics learning through Swun math and MLD.

**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:

- Survey staff members to get an idea of what they think would increase retention
- Provide more opportunities during the day for staff to see and communicate with each other

**2** ELAC:

ELAC joined the SSC

**3** Staff:

- Allow for staff input in decision making
- Support for teachers
- Food
- Engaging activities for staff
- Staff nights (games, yoga, fun activities, socials)
- Consider time of events to include more staff

**Action 1**

**Title:** Professional Learning for Staff

**Action Details:**

Teachers and support personnel will receive professional learning throughout the year to continue their own professional growth and learning in support of students. In ELA a focus will be placed on early literacy, reciprocal teaching, and PLCs. In math a focus will be placed on building student conceptual skills using the 8 mathematical practices, participation of 5th and 6th grade teachers with Swun Math in MLD, and PLCs. All staff will continue to engage in professional learning in Social and Emotional learning, Cultural Proficiency, MTSS, as well as any additional FUSD initiatives.

**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

- Staff surveys after PL
- Staff implementation after PL based on classroom walkthroughs, observation data, staff conversations

**Owner(s):**

Administration, Staff

**Timeline:**

- Weekly PLC meetings
- PL throughout the year

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

- **Student Academics:**
- Professional learning will be provided by ELA FUSD instructional coaches and site admin to TK-3 teachers on early literacy
- Grade 4-6 teachers will have PL on Reciprocal Teaching utilizing informational text
- Grade 3-6 teachers will have PL on using SBAC claims and targets to align instructional tasks with the rigor of grade level standards
- Substitute teachers will be provided quarterly to allow PLCs to work together and create quarterly assessment calendars and instructional plans for ELA and Math
- Classified staff will have monthly meetings to focus on best strategies to support student academic achievement

- Data chats to focus on student achievement with PLCs will be conducted twice per year
- Professional learning will be provided to the Teaching Fellows who work with grades 1-3 in early literacy skills and strategies
- Funds provided for teachers to attend professional learning conferences
- Funds provided for classroom materials/supplies to support student academic achievement
- **Student Centered and Real-World Learning:**
- ILT and CCT will develop a school calendar to plan for a variety of student centered and real-world learning experiences
- **Student Engagement:**
- Professional learning will be provided to Teaching Fellows, Hand in Hand Mentor, and RCA to support student student engagement

Specify Professional Development or Staff Services to support EL students:

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

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

- Books will be purchased for staff to engage in professional readings that provide research based strategies in working with: ELLs, Special Ed, African American, and students of poverty.
- RSP and GE teacher articulation twice per year to review IEP goals, accommodations, etc.
- Weekly PLC development and analysis of CFAs
- Quarterly PLC instructional planning

## Action 2

**Title:** Create a Positive School Environment for Staff Retention

Action Details:

The Climate and Culture Team as well as the Kratt Sunshine Club will meet regularly throughout the year to plan staff appreciation and engaging activities for staff to participate in. By engaging in fun together, planning opportunities to get to know each other better, as well as providing experiences for staff to show kindness to each other, connection and a sense of belonging will continue to be created among the entire Kratt staff.

<b>Reasoning for using this action:</b>	<input type="checkbox"/> Strong Evidence	<input checked="" type="checkbox"/> Moderate Evidence	<input 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

- Staff participation rates at events
- Staff survey data

Owner(s):

Climate and Culture Team, Sunshine Club, Staff

Timeline:

Throughout the year

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

- Establish a Climate and Culture team that represents the different grade levels and meets monthly
- Establish a Sunshine Committee that works to commemorate special events for staff members and plan engaging activities
- Create diverse events to involve and appreciate all staff and students

Specify Professional Development or Staff Services to support EL students:

- PLC collaboration
- PLC CFA creation and analysis

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

- PLC collaboration
- PLC CFA creation and analysis

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0285 Kratt Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Bks & Ref			Professional books/resources	3,000.00
G4A1	Sup & Conc	Instruction	Travel			Professional Learning (Conferences/travel)	5,000.00
G4A1	One-Time School	Instruction	Mat & Supp			Classroom materials	3,070.00
G4A1	One-Time School	Instruction	Cons Svc/Oth			Swun Math : Swun Math for 5th and 6th gr. PL	9,000.00

**\$20,070.00**

**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
Family Goal - Site Defined		0 %	2020-2021	94 %

**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**

- Communication between teachers and families is stronger than in previous years due to distance learning. All teachers use an electronic platform to communicate back and forth with families.
- SSTs and IEPs have continued to be held virtually to support families and staff with student concerns
- On-Site counselor has reached out to families to offer resources and support to families

**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**

- Distance learning and all the inequities that come with DL (i.e., lack of internet, technology inconsistent, accessing learning from home environment, lack of access to resources, etc.)
- Not all families check messages from teachers or respond back to teachers.
- Language barriers for some families. While we do have Spanish translation for families, we have other families who speak different languages (i.e., Arabic) so can be difficult to communicate sometimes.

**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 Covid-19 and instruction not being on campus, we have not been able to see or be in contact this school year with many families. Before we went in the purple tier, we were able to host a few drive through events and those were well attended from our families. While we have offered some virtual events this year for parents, (i.e., principal coffee meetings, PTA, SSC, etc.) not many parents attended. We did host a family literacy night in March and had 49 families in attendance.

**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 continue to use social media, school website, School Messenger, and electronic messaging platforms to communicate to families. We have planned school-wide events throughout the year, like in previous years, to help families feel a part of our Kratt community, but these events happening will depend on guidelines from our county and district. We would like to add additional parent workshops with incentives and babysitting to encourage more parents to participate. We also will continue to offer families a choice of in person or virtual for parent conferences, meetings, etc.

**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:

- Make it/Take it craft night
- Have students, parents, families set academic goals together
- Incentives
- Celebrations

**2** ELAC:

ELAC joined the SSC

**3** Staff:

- Family activities (movies, BBQs, culture night, scavenger hunt, family picnic, ice cream social, spaghetti night, science night, math night, school carnival, games, PTA events, family Olympics, book fairs, etc.)
- Offer in person and virtual events
- Increase opportunities to showcase student work
- Family projects
- Family education on how they can engage with child's education
- Multi-cultural fair
- Continue to provide virtual conferences to those parents who cannot attend in person
- Positive notes sent home
- Tutoring videos for families
- Mid-year parent survey
- Volunteer opportunities
- Continue communication through Class Dojo, Remind, etc.

### Action 1

**Title:** Family Engagement Opportunities

[Action Details:](#)

Kratt will provide a variety of opportunities for families to engage in their child's education. Opportunities throughout the year include Back to School night, parent/teacher conferences, PTA events, Fun Works family nights, award assemblies, volunteer appreciation, school spirit days on Fridays, parent workshops, School Site Council, Open House, etc. Communication to families will be weekly to make sure they are informed of the many opportunities. This communication will take place through social media platforms (Facebook, Instagram), weekly School Messenger principal phone calls, Kratt website, Kratt Home-School connection folders, and electronic messaging platforms such as Remind and Class Dojo.

**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

- Parent participation rates at school events
- Family surveys
- Volunteer data
- Social media data on views/shares, etc.

Owner(s):

Administration, Teachers, School Social Worker

Timeline:

Throughout the year

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:

- In coordination with the ILT, CCT, and PTA, events will be planned throughout the year to include families in their students' education and school
- Materials and supplies will be provided for parent involvement and workshops
- Incentives will be offered for parent involvement at various events (i.e., pizza at family night, take home materials at workshop, etc.)
- Translation services will be provided
- Supplemental contract for website/social media updates/information
- Provide funds for graphics for parent handbook, flyers, workshops, events, etc.
- Provide babysitting services so parents can attend various parent workshops and meetings

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

- Translation services provided for parent meetings, conferences, and workshops
- Opportunity for ELAC to join the SSC
- Parent workshops offered to EL families on ways to support their child in language development

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

- Participation in all school events as well as additional events to focus on student needs such as SSTs, IEPs, 504 meetings, Behavior, attendance, etc.
- Parent workshops offered to families to help support student learning

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0285 Kratt Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Instruction	Oth Cls-Supp			Childcare for parent meetings	508.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Translation for parent involvement *No Mandatory (IEP, ELAC, SSC) translation*	508.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement ** NO FOOD OR INCENTIVES **	1,335.00
G5A1	Sup & Conc	Instruction	Direct-Graph			Graphics for Parent Involvement	500.00
G5A1	Sup & Conc	Instructional Supervision & Admin	CI&Tech-Sup			Kratt website updates	1,840.00

**\$4,691.00**



# 2021-2022 Budget for SPSA/School Site Council

## State/Federal Dept 0285 Kratt Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for PLCs, PL, ILT, Data Chats, SSTs, articulation *Cannot be for mandatory items (IEP, ELAC, SSC, etc)*	894.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supp. Contracts for Instructional Planning	6,106.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials/supplies ** NO FOOD OR INCENTIVES **	852.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology (laptops, headsets, doc. cameras, etc.)	5,000.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows to support early literacy Gr. 1-3	30,900.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for PLCs, PL, ILT, Data Chats, SSTs, IEPs, articulation	13,743.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Technology Coordinator	2,275.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials/supplies	14,400.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Repair/maintenance of technology	2,500.00
G1A2	One-Time School	Instruction	Teacher-Supp			Supp. contracts for academic tutoring	8,020.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2475		20,639.00
G1A3	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1900		15,843.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials/supplies	357.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Materials/supplies/incentives	1,500.00
G2A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellow to support student clubs at lunch time	5,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Materials/supplies	2,000.00
G3A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellow to support team building through noon-time activities	7,000.00
G3A2	Title 1 Basic	Attendance & Social Work Services	Cls Sup-Ext			RCA support for SEL Groups	5,072.00
G3A2	Sup & Conc	Instruction	Mat & Supp			Incentives/rewards for positive behavior and SEL	2,500.00
G3A2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Hand in Hand Mentor : Hand in Hand Mentor	23,000.00
G3A2	Sup & Conc	Attendance & Social Work Services	Crt Pupil-Reg	Social Worker, School	0.5000	School Social Worker - 185 days Kratt (G3A2) and Turner (G3A2) splitting position 0.50 FTE each	57,677.00
G3A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrcr Cnslg	0.4375		14,296.00
G3A3	Sup & Conc	Instruction	Mat & Supp			: Materials/supplies/incentives	1,000.00
G4A1	Sup & Conc	Instruction	Bks & Ref			Professional books/resources	3,000.00
G4A1	Sup & Conc	Instruction	Travel			Professional Learning (Conferences/travel)	5,000.00
G4A1	One-Time School	Instruction	Mat & Supp			Classroom materials	3,070.00
G4A1	One-Time School	Instruction	Cons Svc/Oth			Swun Math : Swun Math for 5th and 6th gr. PL	9,000.00
G5A1	Title 1 Basic	Instruction	Oth Cls-Supp			Childcare for parent meetings	508.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Translation for parent involvement	508.00

G5A1		Parent Participation	Cls Sup-Sup	*No Mandatory (IEP, ELAC, SSC) translation*	508.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp	Parent Involvement ** NO FOOD OR INCENTIVES **	1,335.00
G5A1	Sup & Conc	Instruction	Direct-Graph	Graphics for Parent Involvement	500.00
G5A1	Sup & Conc	Instructional Supervision & Admin	CI&Tech-Sup	Kratt website updates	1,840.00
					<b>\$265,335.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$51,175.00
Sup & Conc	7090	\$177,870.00
LCFF: EL	7091	\$16,200.00
One-Time School	7099	\$20,090.00
<b>Grand Total</b>		<b>\$265,335.00</b>

Goal Totals	Budget Totals	
G1 - Improve academic performance at challenging levels	\$121,529.00	
G2 - Expand student-centered and real-world learning experiences	\$6,500.00	
G3 - Increase student engagement in their school and community	\$112,545.00	
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$20,070.00	
G5 - Increase inclusive opportunities for families to engage in their students' education	\$4,691.00	
<b>Grand Total</b>		<b>\$265,335.00</b>