Viking Elementary

10621666006068

Principal's Name: Christine Yang

Principal's Signature:

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

Title I SWP

Table of Contents	
Topic	**Details**
Cover Page	*CDS Code with Signature*
Table of Contents	*Listing of SPSA Contents and District Goals*
Centralized Services	*N/A*
School Site Council Assurances	*Consolidated Program Assurances*
School Site Council (SSC)	*Members list*
Required Signatures	*Principal and SSC Chairperson*
Budget	*Site Allocations*
School Quality Review Process	• *Needs Assessment: Data Analysis and identification of needs and goals* • *Actions designed to meet needs and targeted goals* • *Budget allocations and planned expenditures*
Additional Documents	*SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum*

District Goals	
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals 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.	
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

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Christine Yang	X				
2. Chairperson -Karen Dye			X		
3. Pao Vang		X			
4. Robyn Irizarry		X			
5. Mary Veach		X			
6. Amanda Suarez				X	
7. Robert Abrams				X	
8. William Polson				X	
9. Elizabeth Cruz Gonzalez				X	
10. Elizabeth Chavez				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
X ELAC reviewed the SPSA as a school advisory committee.
☐ ELAC voted to consolidate with the SSC. Date_____.

Required Signatures

School Name: Viking 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	Christie Yang	*Christie Yang*	March 21, 2024
SSC Chairperson	Karen Dye	*Karen Dye*	March 21, 2024

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

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

FY 2024/25

Viking - 0465

ON-SITE ALLOCATION

3010	Title I	$80,055 *
7090	LCFF Supplemental & Concentration	$249,305
7091	LCFF for English Learners	$30,240

TOTAL 2024/25 ON-SITE ALLOCATION **$359,600**

* 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	$2,372
Remaining Title I funds are at the discretion of the School Site Council	$77,683
Total Title I Allocation	$80,055

Viking Elementary 2024-2025 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✔	-21 pts	-38.9 pts	2023-2024	-33 pts
SBAC ELA - Average distance from standard (Students w/ Disabilities)	✔		-104.1 pts	2023-2024	-100 pts
SBAC ELA - percentage of students met/exceeded standard	✔	40 %	33.8 %	2023-2024	40 %
SBAC Math - Average distance from standard	✔	-43 pts	-57.9 pts	2023-2024	-52 pts
SBAC Math - Average distance from standard (Students w/ Disabilities)	✔		-125.8 pts	2023-2024	-120 pts
SBAC Math - percentage of students met/exceeded standard	✔	29 %	22.2 %	2023-2024	29 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

Viking Comprehensive ELA Program 2023-2024:

Viking implements a schoolwide comprehensive ELA program that aligns to the standards for ALL students. ELA instructional strategies utilized integrate all core content areas to increase reading levels for all students. So that, "Every child can and must learn at grade level and beyond" and "Move a minimum of a grade level per year", as monitored by the Cycle of Continuous Improvement structure. The comprehensive ELA program consists of daily Tier I ELA instruction that allows ALL students to access grade level core curriculum within the 120 minute ELA block. ELA block includes whole and small groups for differentiated instruction. Viking's comprehensive ELA program consists of the following balanced literacy components to ensure that all students receive quality instruction. A culture of learning with high expectations in all classrooms. Challenge Content present in all classrooms--utilizing high quality texts to employ questions and tasks to integrate reading, writing, speaking and listening standards. Frequent monitoring of student

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 group with low performance as relates to this goal is our Students with Disability. Factors which may have contributed to lower performance are as follows. Chronic Absenteeism and Low Reading and Math Proficiency. A more in-depth root cause analysis to identify inequities or other key factors will be looked at further for 24/25. The students are serviced by the 1.5 FTE (RSP Teachers) and three .375 FTE Paraprofessionals.

Our students with disabilities continues to be an area of focus for us. Based on Power BI, 59 students are currently enrolled.

1. Chronic Absenteeism:

- 25/59 students are categorized as Chronic/Severely Chronic Absenteeism (42.37%)
- Schoolwide Chronic/Severely Chronic Absenteeism (33.83%)

progress (CCI), utilizing data and student work samples to calibrate and set criteria for success. Provide a Multi-Tiered System of Support (MTSS) approach to literacy

RtI

K-Kinder: RtI in classroom with paraprofessionals support.

1st - 6th Grade: RtI –Small reading group instruction are delivered by classroom teachers and Certificated Tutors using Orton Gillingham and Guided Reading strategies. RtI structure is in place to support invention and differentiate ELA instruction for the needs of the students 4x a week for 45 minutes a day. All first grade classrooms have CTs push in during RtI for small group reading instruction. Grades 2-6, Tier II students are pulled for intervention by CTs while teacher differentiates instruction in class for rest of students. Tier III are pulled by RSP.

However, we were short one CT due to no candidates, therefore we were not able to service the number of students during RTI block we had hoped for. We had to be strategic in selecting students.

Writing: All students in grades TK-6th receive writing instruction utilizing Write Tools strategies to increase writing proficiency in the different genres. All teachers in grades TK-6th, including RSP staff, TSA, Academic Coach and Administrators were trained in Write Tools. Staff professional learning opportunities were provided to analyze student writing artifacts by PLC collaboration process and vertical articulation. Writing Samples are given quarterly to evaluate the progress of our student writing basic on Wonders' writing rubric.

Progress Monitoring (CCI): Site licenses platform ESGI were purchased for Kinder teachers to progress monitor FSA data and plan for next step. BAS is utilize to progress monitor 1st-2nd grade application of reading foundational skills. CFA's and Writing Samples were given at designated time throughout the year for progress monitoring in between iReady.

iReady ELA schoolwide scores are as follows for Diagnostic 1 to Diagnostic 2 for ON/ABOVE grade level.

- Schoolwide ELA – Green 15% to 32% an increase of 17% growth

  iReady Data D1 to D2 by grade level

1. Kinder 20%   49% +29%
2. First   10%   37% +27%
3. Second 17%   37% +20%
4. Third   26%   38% +12%
5. Fourth 19%   42% +23%
6. Fifth   6%   16% +10%
7. Sixth   11%   21% +10%

iReady D2 ELA Data for students who met Growth Targets for Typical and Stretch Growth

		Typical Growth		Stretch Growth	
1.	Kinder	49.4%	+1.8% from 22/23	40.4%	+1.2% from 22/23
2.	First	69.4%	+7.6%	60%	+5.1%
3.	Second	75.3 %	+3.0%	56.2 %	-2.9%%
4.	Third	42.7%	-8.3%	32.9%	-9.1%
5.	Fourth	62%	+.3%	47.8%	0%
6.	Fifth	61.1%	+13.4%	48.4%	+15.1%
7.	Sixth	66.7%	+19.3%	45.2%	+10.5%

- Schoolwide 61.0% +5.4% from 22/23   47.4% +2.9% from 22/23

2. Low Reading Proficiency

- Students are entering school/grade with 2 or more years below in reading and math.

3. Student Groups:

- 2 African American
- 6 Asian
- 33 Hispanics
- 1 Native Americans
- 2 Pacific Islander
- 5 Two or More Race
- 8 White
- 6 classified as English Learners
- 2 students are classified as Homeless Youth

Home School Liaison can support connecting with parents regarding students attendance to support student achievement.

iReady D1 to D2 ELA ON/ABOVE Grade level student groups:

1. All Students (611 students)   15.1% to 32.5%
2. Foster Youth (2)   No Score, only 2 students enrolled
3. Reclassified Fluent (12 students)   50.0% to 53.8% +3.8%
4. White (65 students)   20.0% to 48.4% +28.4%
5. Homeless Youth (3)   No Score, only 3 students enrolled
6. Multiple Races (38 students)   15.8% to 25.0% +9.2%
7. Hispanics (383 students)   13.0% to 29.9% +16.9%
8. Socioeconomically(485 students)   15.3% to 30.6% +15.4%
9. Black/African American (42 students) 16.3% to 32.6% +16.3%
10. English Learners (56 students)   7.3% to 19.7% +12.4%
11. Asian (74 students)   13.5% to 31.1 % +17.6%
12. Students w/Disabilities (54 students)   1.9% to 0%
13. American Indian (6 students)   No score, only 6 students enrolled
14. Filipino (3 students)   No Score, only 3 students enrolled
15. Pacific Islander (5 students)   No Score, only 5 students enrolled

BAS Scores for students receiving ELA Tier II small reading groups intervention with CTs:

1st Grade: Based on FUSD Guideline mid year BAS is at level G-H

1. 9/36 gain one BAS level from Q1 to Q2--From Non Reader to BAS level 1
2. 4/36 gain two BAS level from Q1 to Q2--From Non Reader to BAS level 2
3. 5/36 gain two BAS level from Q1 to Q2
4. 4/36 gain three BAS level from Q1 to Q2--From Non Reader to BAS level 3
5. 1/36 gain three BAS level from Q1 to Q2
6. 3/36 gain four BAS level from Q1 to Q2--From Non Reader to BAS level 4
7. 2/36 gain six BAS level from Q1 to Q2

- 24/87 First Grade students are on grade level based on BAS--27%
- 7/87 First Grade students are one BAS level below being on grade level--8%

2nd Grade: Based on FUSD Guideline mid year BAS is at level L

1. 6/42 gain one BAS level from Q1 to Q2
2. 6/42 gain two BAS level from Q1 to Q2
3. 4/42 gain three BAS level from Q1 to Q2
4. 2/42 gain four BAS level from Q1 to Q2
5. 5/42 gain five BAS level from Q1 to Q2
6. 2/42 gain six BAS level from Q1 to Q2
7. 1/42 gain seven BAS level from Q1 to Q2
8. 1/42 gain eight BAS level from Q1 to Q2

- 41/94 students are on grade level based on BAS scores--43%
- 6/94 students are one BAS level below being on grade level--6%

Schoolwide Math – Green 5% to 19% an increase of 14% growth ON/ABOVE Grade Level

   iReady Data D1 to D2 by grade level

1. Kinder   20%   49% +29%
2. First   10%   37% +27%

3. Second 17%   37%   +20%
4. Third   26%   38%   +12%
5. Fourth 19%   42%   +23%
6. Fifth   6%   16%   +10%
7. Sixth   11%   21%   +10%

iReady D2 Math Data for students who met Growth Targets for Typical and Stretch Growth

	Typical Growth	Stretch Growth

1. Kinder   56.8% +13.4% from 22/23   48.9% +12.7% from 22/23
2. First   70.6% +4.6%   58.8% +9.3%
3. Second   59.1 % -6.4%   45.5 % -3.4%
4. Third   52.4%   -7.4%   40.2% -6.8%
5. Fourth   66.3%   +8.1%   53.3% +16.4%
6. Fifth   49.5% -11.9%   32.6% -11.7%
7. Sixth   56%   +4.4%   40.5% +2.6%

- Schoolwide   58.6% +.04% from 22/23   45.6% +2.6% from 22/23

iReady D1 to D2 Math ON/ABOVE Grade level student groups:

1. All Students (616 students)   4.7% to 19.2%
2. Foster Youth (2)   No Score, only 2 students enrolled
3. Reclassified Fluent (12 students)   16.7% to 61.5% +44.8%
4. White (64 students)   6.3% to 26.6%   +20.3%
5. Homeless Youth (3)   No Score, only 3 students enrolled
6. Multiple Races (39 students)   2.6% to 16.7% +14.1%
7. Hispanics (383 students)   3.9% to 18%   +14.1%
8. Socioeconomically(488 students)   4.1% to 18.9% +14.8%
9. Black/African American (42 students) 7.1% to 16.7% +9.6%
10. English Learners (56 students)   1.8% to 12.1 %   +10.3%
11. Asian (74 students)   6.8% to 20.3 %   +13.5%
12. Students w/Disabilities (54 students)   0% to 0%
13. American Indian (6 students)   No score, only 6 students enrolled
14. Filipino (3 students)   No Score, only 3 students enrolled
15. Pacific Islander (5 students)   No Score, only 5 students enrolled

Professional Learning:

Staff were provided full day training with sub release Write Tools Training at three different times throughout the year.

- August 2023
- February 2024
- April 2024

Staff PL and PLC opportunities were given throughout the year for vertical articulations, planning, etc...

- Grades TK-1st and 2nd Grade Foundational Skills Training with Nancy Akhavan's Team

1. January 11, 2024 --TK-1st Phonemic Awareness
2. January 29, 2024 --2nd Grade Phonemic Awareness

3. February 15, 2024 –TK-1st Phonics
4. February 29, 2024--1st Literacy Walks TK-1st
5. March 7, 2024--TK-1st Small Group Instruction TK-1st
6. April 3, 2024 -- 2nd Literacy Walk TK-1st

- Grades TK-6th

1. Vertical Articulation for students work and artifacts
2. Side by side learning through observations
3. Math--building conceptual understanding
4. ELA--Quarterly Planning
5. RTI--Planning, data analysis, goal setting, etc...

Families:

1. Parent/Teacher Conferences regarding grades, behavior, etc.

2. Parent Engagement –monthly

3. Parent Events--ongoing celebrations for academic, social emotional, performances

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 (Intended actions for the current school year vs. Actual actions that occurred).

There was no major difference between the intended and actual implementation of actions and budget expenditures in this goal. The only intended that did not materialize into actual implementation is the thrid CT position was not filled due to lack of candidates. All other actions were implemented.

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 2024/25 SPSA.

Changes for school year 2024/2025 will be the following: CTs will be reduce from 3 to 2 and Write Tools trainings will not be continued due to budget reduction of $54,000. All other actions will be continue and site will dive deeper and refine actions.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
School Site Council Meetings are as follows: 11/16/2023 #1	ELAC Meetings are as follows: 11/30/2023	Staff Feedback: 2/26/2024

- SSC Ballots and Elect Officers
- SSC Training

1/10/2024 #2

- Reviewed schoolwide iReady Data

1/31/2024 #3

- Reviewqed 23/24 site allocations Title I 3010, LCFF 7090, LCFF 7091, ESSER 7099
- Reviewed/Approved Safety Plan

3/12/2024 #4

- Reviewed ATSI Status for 23/24 and 24/25
- Reviewed PFEP
- Reviewed Parent Compact
- Reviewed Bylaws
- Reviewed Staff and ELAC 24/25 Budget/SPSA Feedback

3/21/2024 #5

- Agenda--Approve SPSA
- SSC approved 24/25 SPSA and budget allocations--2 CTs, Social Worker, Math site license, Extra supervision for NTAs, Funds for teacher planning time/PL & Extracurricular, Subs for PL/IEPs, Copier Lease, Extended Library time for parents, and Instructional supplies.

- ELAC Training
- Nominations and Election of Officers--Parents elected to not have officers.
- English Learner School Site Demographics

2/14/2024

- English Learner Family Needs Survey
- English Learner School Site Demographics

3/7/2024

- Reviewed 2023/2024 Budget and Funding allocations
- Reviewed ATSI Status.
- ELAC Feedback on 24/25 Budget allocations and SPSA.
- Share out staff feedback for 24/25 Budget allocations and SPSA.

3/21/2024

- Reviewed 24/25 SPSA and Budget Allocations with ELAC Parents. ELAC approved SPSA and Budget allocations for 2024/2025 -- 2 CTs, Social Worker, Math site license, Extra supervision for NTAs, Funds for teacher planning time/PL & Extracurricular, Subs for PL/IEPs, Copier Lease, Extended Library time for parents, and Instructional supplies.

- Typed and sent out staff 24/25 budget allocations and SPSA feedback to all staff via email

2/28/2024

- Staff Meeting to review and discuss 24/25 budget allocation feedback from staff.

3/12/2024

- Sent out via email to staff draft 24/25 budget allocations based on staff and ELAC feedback. Request for staff feedback for the draft allocations

3/21/2024

- Nuts and Bolts meeting with staff to review draft 24/25 draft budget allocations and SPSA and any new feedback given after draft allocation was sent out.
- Staff approved 24/25 SPSA and budget allocations--2 CTs, Social Worker, Math site license, Extra supervision for NTAs, Funds for teacher planning time/PL & Extracurricular, Subs for PL/IEPs, Copier Lease, Extended Library time for parents, and Instructional supplies.

Action 1

Title: Viking Comprehensive ELA Program

Action Details:

Viking implements a schoolwide comprehensive ELA program that aligns to the standards for ALL students. ELA instructional strategies utilized integrate all core content areas to increase reading levels for all students. So that, "Every child can and must learn at grade level and beyond" and "Move a minimum of a grade level per year", as monitored by the Cycle of Continuous Improvement structure. The comprehensive ELA program consists of daily Tier I ELA instruction that allows ALL students to access grade level core curriculum within the 120 minute ELA block. ELA block includes whole and small groups for differentiated instruction. Viking's comprehensive ELA program consists of the following balanced literacy components to ensure that all students receive quality instruction.

- A culture of learning with high expectations in all classrooms.
- Challenge Content present in all classrooms--utilizing high quality texts to employ questions and tasks to integrate reading, writing, speaking and listening standards.
- Frequent monitoring of student progress (CCI), utilizing data and student work samples to calibrate and set criteria for success.
- Provide a Multi-Tiered System of Support (MTSS) approach to literacy.

1) A culture of learning with high expectations in all classrooms---Establish and maintain a learning environment that encompasses structures that are conducive to learning for ALL students:

- CHAMPS
- Class Meetings/Morning Circles
- Second Steps
- Classroom Incentives
- School Wide Incentives

- Growth Mindset
- Collaboration Conversations—Academic Discourse utilizing Talk Moves
- Warriors' Promise
- Warriors Chant
- Weekly Positivity Project
- Student and Classroom Goal Setting—cultivating a learning environment that students have ownership in their learning
- Cultural Proficiency

2) Challenging Content presented in all classrooms- utilizing high quality texts to employ questions and tasks to integrate reading, writing, speaking and listening standards to support reading comprehension skills and strategies to increase rigor in Depth of Knowledge (DOK) levels targeting the three domains: Key Ideas & Details, Craft & Structure, and Integration of Knowledge and Ideas. In addition, literacy lessons will reflect The Four Strands of ELA Standards.

a. Reading Standards: 1) Literature 2) Informational Text 3) Foundational Skills

- Comprehension Skills through Close Read process: a) Identifying Key Words and Signal Words b) Look for Similarities and Differences in texts c) Causes and Effect d) Making Inferences e) Defining Words and Rewording Ideas.

b. Writing Standards: Calibration to set anchor papers for each grade level and each genre for quarterly writing samples based on each grade level's writing standards.

- Instructional lessons are planned intentionally to sequence building knowledge and deepen students' comprehension of the text through the task that attends to through academic discourse and writing.
- Computer lab instruction integrates FUSD Technology Standards and research and writing for primary grades.
- Utilize Write Tools Strategies to deliver writing instruction in grades TK-6th.

c. Speaking and Listening Standards: Collaborative/Academic Conversation utilizing the site adopted Talk Moves structure.

- Aligning text complexity to the appropriate tasks during the lesson which will lead to opportunities for students to integrate reading, writing, speaking and listening, and/or language standards in building reading comprehension, to provide evident from the text to demonstrate/identify critical elements of the text's concepts, ideas, structure, events/details, words, or phrases within the text.

d. Language Standards

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

3) Frequent monitoring of student progress throughout the year with the CCI (Cycle of Continuous Improvement)process, utilizing CFA data and student work samples to calibrate and set criteria for success for the following Four Strands of Standards: Reading Standards: a) Literature b) Informational Text c) Foundational Skills and d) Writing Standards. The purpose of the frequent progress monitoring is to measure the following: 1) Individual teacher and student SMART Goals 2) PLC SMART Goals towards 1st, 2nd, and 3rd district ELA benchmarks for grades K-6 3) SBAC Scores for grades 3-6 4) TK FAS data for TK 5) FSA and BAS Scores for Kindergarten, and 6) BAS and Fluency for 1st Grade and 2nd Grade.

CCI—Progress Monitoring Structure:

- PLC calibration to set anchor papers for each grade level and each genre. A "Cold Write" Writing Sample is given the 2nd week of school and one every quarter for grades TK-6. Quarterly CCI process is required for all Writing Samples. All classrooms, TK-6th, will utilize writing strategies from Write Tools. Trainings were provided for all teachers grades TK-6, RSP, TSA, Academic Coach, and Administrators 2021/2022 and 2023/2024.
- Analyze site Common Formative Assessments (CFAs) and district benchmarks throughout the year to plan for re-engagement and next steps in the context of the Five Essential Questions from PLC+ Framework: 1) Where are we going? 2) Where are we now? 3) How do we move learning forward? 4) What did we learn today? 5) Who benefited and who did not benefit?
- Reading software programs such as i-Ready, ESGI,etc...will be utilized as another progress monitor tool to support student achievement.
- All students and teachers will engaged in goal setting throughout the year, including RSP/SPED teachers for identified students.
- All teachers will engage in data CCI collaboration meeting with Admin and their PLC, including RSP/SPED teachers, and plan for next instructional steps.
- RSP and Regular Education teachers will work together to support instruction and clarify/reteach standards as needed based on formative assessments through the CCI process.
- Climate and Culture Team, ILT Team, PLCs, and TST Teams are included in analyzing CFAs, iReady, and Survey data as an ongoing basic process and design problem solving actions to address student needs academically and socially-emotionally.
- Software programs such as FIABs / IABs, Formative, Illuminated, i Ready, ESGI, EdCite, and teacher/PLC created CFAs will be utilized as other measurements in the CCI process for teachers in grades TK-6.

4) Viking provides a Multi-Tiered System of Support (MTSS) approach to literacy development for students. PLCs will utilize the GVC (Guaranteed Viable Curriculum) to implement school-wide reading strategies (Tier 1) and provide intervention (Tier II and III) to achieve our goal of all students reading with proficiency.

a. Tier 1

- All classrooms focus on CCSS implementation of literacy standards: Reading Standards, Literature Informational Text, Foundational Skills, Writing Standards, Speaking and Listening Standards, and Language Standards for

ALL students. IPG Tenet 1-5 will be implemented in all classrooms.
- PLCs will create, administer, and monitor formative assessments between district interim diagnostic assessments (iReady).
- TK, Kindergarten, and First Grade classrooms will utilize GVC and supplemental materials to deliver phonemic awareness and phonics in small/whole group instruction.
- Computer reading software program such as i-Ready, BSTP (ESGI platform will be used to progress monitor), DIBELS, Formative and other vendors will be utilized to diagnosis, progress monitor, and provide targeted lessons that align to students' diagnostic assessments.
- Teachers are required to implement checking for understanding strategies throughout the lessons utilizing quick whiteboard responses, exit ticket, group work, and note taking strategies, or other software program such as Nearpod/Formative.

b. Tier 2

- Two Certificated Tutors and TSA (pending on Designated School) provide push-in and/or pull out support along with classroom teacher for small group Guided Reading/Orton-Gillingham instruction for ALL students in grades 1-6 during RTI block.
- Provides opportunities for deployment among PLCs and flexible small groupings in classrooms to differentiate instruction based on students' academic needs and with support from push-in tutors or pull-out process during RTI block.

c. Tier 3

- Provides opportunities for flexible small group setting instruction provided by resource specialists.

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

Challenging Content: Reading Standards

Comprehension Skills through Close Read process: a) Identifying Key Words and Signal Words b) Look for Similarities and Differences in texts c) Causes and Effect d) Making Inferences e) Defining Words and Rewording Ideas.

Schoolwide Progress Monitoring:

Data from TK-6th teacher/PLC created assessments are collected and analyzed individually by teachers and shared out in PLCs. PLCs will engage in collegial inquiry through reflection and discussion focused on next steps for instruction and student learning. The student performance data will assess student successes and needs which will lead to PLCs identifying areas where their students need, whether to learn new content or implement instructional strategies through the RTI process. The cycle of reflection, discussion, and assessment will be ongoing process to support student achievement. The process of addressing student academic needs will be based on the Five Essential Questions from PLC+ Framework.

Progress monitoring process will be kept on a data matrix by each teacher to measure individual teacher (GE and SPED teachers) towards individual teacher SMART Goal and PLC SMART Goals toward 1st, 2nd, and 3rd district Interim Diagnostic Assessment (iReady) and California Assessment of Student Performance & Progress (CAASSPP) and in addition to BAS and Fluency goals for K-2nd.

Transitional Kindergarten:

- TK FSA, iReady data, and PLC created assessment will be utilized to diagnosis and provide targeted intervention lesson that aligns to students' diagnostic assessments.
- Essential Standards will be selected per quarter, PLC will create CFA's to measure the essential

Owner(s):
- Professional Learning Communities
- Resource Specialist --Student with Disabilities
- ILT
- Individual Teachers
- Instructional Coach

Timeline:

Professional Learning Communities create formative assessments quarterly in addition to individual teacher created CFA to progress monitor student learning.

Reading Software Diagnostic (iReady) will be given 3 times per year to measure student growth and plan instruction to differentiate student needs. In addition to the following site assessments:

1. TK-- Anecdotal notes as needed for instructional change to meet the needs of the students.
2. Kindergarten--BPST, Sight works, and BAS scores for Kindergarten will be 2nd 3rd, and 4th quarter. FAS will be administered based on district assessment calendar. Anecdotal notes as needed for instructional change to meet the needs of the students. iReady assessments will be utlized to measure student growth. Kinder teachers will collect and store data on software platform ESGI--for use of PLC data

standards. Scores will be kept on ESGI platform to track student progress in addition to Foundational Skills Assessment (FSA) data.

Kindergarten:

- BPST, Sight words, FAS,and Fluency Assessments will be given to Kindergarten students in all 4 quarters.
- BAS will be given at the end of 2nd quarter and 3rd/4th quarter.
- Essential Standards will be selected per quarter, PLC will create CFA's to measure the essential standards. Scores will be kept on ESGI platform to track student progress in addition to Foundational Skills Assessment (FSA) data.

1st Grade:

- BPST, Sight words, BAS, and Fluency Assessments will be given to students at every quarter to measure reading levels for the purposes of instructional planning for small Guided Reading Groups and Orton-Gillingham intervention during RTI block.
- Essential Standards will be selected per quarter, PLC will create CFA's to measure the essential standards. Scores will be kept on ESGI platform to track student progress in addition to Foundational Skills Assessment (FSA) data.

2nd Grade:

- BAS and Fluency Assessments will be given to students, starting 2nd and 4th quarter to measure reading levels for the purposes of instructional planning for small Guided Reading groups. BAS from first grade 4th quarter will act as the starting point.
- Essential Standards will be selected per quarter, PLC will create CFA's to measure the essential standards. Scores will be kept on a matrix to track student progress. CFA's will measure reading comprehension.

3rd-6th Grades:

- Essential Standards will be selected per quarter, PLC will create CFA's to measure the essential standards. Scores will be kept on a matrix to track student progress. CFA's will measure reading comprehension. FIABs and IABs will be utilized to measure SBAC readiness and plan for re-teach.

In addition to teacher/PLC created assessment and district benchmark iReady, the following data will be utilized to support student learning and professional development:

- Classroom observations/feedback, and SBAC/ELPAC data will be utilized to plan for next steps.
- Student artifacts will be collected quarterly for the purpose of data analyzes, monitor student progress, assess student needs, assess teaching strategy effectiveness, and across grade level articulation.
- Learning walks in grades 2nd-6th to further professional learning (if funding permits).

analysis collaboration and planning for next step.

3. 1st-2nd grade--BPST, Sight Words, BAS and Fluency scores for every quarter. Anecdotal notes/running records as needed for instructional change to meet the needs of the students.
4. 3rd-6th--Quarterly PLC created CFAs, FIABs, and IABs throughout the year.

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

Writing Standards:

Writing Samples

- Grades K-6th will give a "cold write" writing sample within the first two weeks of school to be analyzed by individual teachers based on PLC generated writing rubric.
- Student results shared out in PLCs for further planning for the school year.
- Writing samples will be given each quarter to progress monitor student writing, with emphasis on Students with Disabilities, African American Student Groups, and ELs.
- Teachers will utilized Write Tools strategies to build capacity, plan, implement, and deliver writing instruction to students in grades TK-6th.
- Students utilize TEAMS/Wonders to respond to writing prompts from teachers for quick feedback from teachers utilizing Write Tools writing strategies.

Owner(s):

- Professional Learning Communities
- Resource Specialist --Student with Disabilities
- ILT
- Individual Teachers
- Instructional Coach

Timeline:

5 writing samples throughout the year for grades K-6.

- One "cold write" writing sample within the first two weeks of school.
- One "cold write" writing sample per quarter.

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

Reading by First Grade:

Grades PreK-1st Grade classrooms will deliver phonemic awareness and phonics lessons throughout the year in whole/small group instruction. Teachers will utilized GVC and supplemental materials to support reading instruction. Strategies learned from professional learning with Nancy Akahavan Lit Six will be implemented in all classrooms in grades TK-1st. Literacy Walks will continue in TK-1st grade with support from Hoover Region Literacy Plan for substitutes or professional learning. Other support structures from the Hoover Regional Literacy Plan may consist teaching fellows, a paraprofessional, and supplemental materials.

Progress Monitoring will be as follows:

Transitional Kindergarten:

- TK FSA, iReady data, and PLC created assessment will be utilized to diagnosis and provide targeted intervention lesson that aligns to students' diagnostic assessments.
- Essential Standards will be selected per quarter, PLC will create CFA's to measure the essential standards. Scores will be kept on ESGI platform to track student progress in addition to Foundational Skills Assessment (FSA) data.

Kindergarten:
- BPST, Sight words, FAS,and Fluency Assessments will be given to Kindergarten students in all 4 quarters.
- BAS will be given at the end of 2nd quarter and 3rd/4th quarter.
- Essential Standards will be selected per quarter, PLC will create CFA's to measure the essential standards. Scores will be kept on ESGI platform to track student progress in addition to Foundational Skills Assessment (FSA) data.

1st Grade:
- BPST, Sight words, BAS, and Fluency Assessments will be given to students at every quarter to measure reading levels for the purposes of instructional planning for small Guided Reading Groups and Orton-Gillingham intervention during RTI block.
- Essential Standards will be selected per quarter, PLC will create CFA's to measure the essential standards. Scores will be kept on ESGI platform to track student progress in addition to Foundational Skills Assessment (FSA) data.

Owner(s):

- Professional Learning Communities
- Resource Specialist --Student with Disabilities
- ILT
- Individual Teachers
- Instructional Coach

Timeline:

- FSA will be given every trimester per district guideline.
- BPST, Sight Words, and Fluency will be given quarterly.
- BAS will be given 2nd and 4th quarter.

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

1) Viking provides a Multi-Tiered System of Support (MTSS) approach to literacy development for all students. Students will be identified and grouped accordingly to needs through various assessments: ELPAC, SBAC, FIABs, IABs, iReady Results, BAS, BPST, Sight Words, Fluency Test and site CFAs. Small group instruction will vary based on assessments. Structure for RTI will be fluid.

- Tier 1 service focuses on CCSS implementation of literacy standards in the four strands for all students: a- Reading Standards: Literature Informational Text Foundational Skills b- Writing Standards c- Speaking and Listening Standards d- Language Standards. Teachers will differentiate instruction for all students based on the needs of the students through the different levels of DOK during Tier I instruction. Teachers will utilizing the PLI structure and process to differentiate student learning during ELA Core block, consisting these components during PLI: Whole Group Instruction, Small Group Instruction, Independent, and Collaboration.Teachers will implement and deliver Write Tools strategies during writing instruction to students in grades TK-6th. PLCs will backwards map instructional plans for all quarters.
- Tier 2 provides opportunities for deployment among Professional Learning Communities or flexible groupings in classrooms to differentiate instruction based on students' academic needs,with support from push in tutors or pull out process (as funds are available for tutors).   Over 90% of teachers at Viking have been trained in Orton- Gillingham reading strategies.All K-3rd grade students will receive Orton-Gillingham reading strategies in small group instruction. In grades 4-6, Orton-Gillingham will be optional and implementation of reading strategies will be as needed student by student. Side by side small reading groups based on student needs with classroom teacher and push in tutors for grades 1-3 using Orton-Gillingham / Guided Reading strategies.   Kindergarten students will receive pull out intervention based on student needs when resources are applicable. RTI block utilizes GVC and other supplemental materials to meet the academic needs of the students. Grades 1-6 will engage all students in personalized learning, utilizing tablets to differentiate instruction through the Personal Learning Initiative.   Reading software diagnostic assessments from i-Ready, A-Z, ESGI, DIBELS, Formative, Nearpod, and other vendors will be utilized in addition to BAS and CFAs to plan for next steps in differentiating instruction.   Targeted lessons from reading software will be implemented to support individual student needs in decoding and comprehension found in the RI and RL standards for grades 2-6, with emphasis on Students with Disabilities, African American Student Groups, and English Learners. PLCs will differentiate instruction as needed through deployment for Tier 2 based on CFA data.
- Tier 3 provides opportunities for flexible small group setting instruction provided by resource specialists. In addition to direct instruction, reading software program such as i-Ready, ESGI, A-Z, DIBELS, Orton-Gillingham and other vendors will be utilized to diagnosis and plan targeted reading instruction, along with core curriculum and supplemental materials such as SRA, etc....
- Instructional Coach and TSA will support with instruction and curriculum.

2)   Other direct instructional support for students:

- One to one computer laptops provided by the district will allow students to gain access to ELA GVC through the implementation of FUSD Technology Scope and Sequence Standards. Technology standards will be taught for each grade level through computer lab time or by teachers.
- Supplemental contract for classified support during computer lab time for primary grades, to support computer literacy as stated in the FUSD Technology Standards. Computer lab instruction focuses on keyboarding and computer literacy, to support success on Interim Assessments, CFAs, and CAASPP. In addition to technology instruction, supplemental contract will support maintenance of the tablets for daily student use.
- On top of the regular ELA block, school-wide allocation of 30 extra minutes (Designated School) daily focusing on reading comprehension skills and strategies in the three domains during RTI Block: Key Ideas, Craft and Structure, and Integration of Knowledge. Instruction will consist high quality texts that will employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning.
- Student data chat and goal setting will be provided in the classrooms by teachers. Student growth will be recognized and celebrated school-wide for grades K-6.
- Small group reading instruction will be provided in grades TK and Kindergarten by classroom teacher, paraprofessionals, and other supplemental support personnel through the Hoover Regional Literacy Plan. Grades 1st - 6th, utilizing push in CT support along side teacher instruction using Orton-Gillingham / Guided Reading strategies / materials. First grade will be supported by other supplemental personnel (paraprofessional and/or Teaching Fellows) through the Hoover Regional Literacy Plan.
- Supplemental contract for classified personnel to extended library hours to accommodate student needs in utilizing resources such as books, computers, etc…to extend learning beyond classroom instruction. Extra hour will be extended to parents and students once a week at night for 1 hour to increase reading proficiency, support family literacy in the home, and opportunities for every student to meet the schoolwide Viking Reading Challenge.
- Instructional packets will be given to incoming Kindergarten students to re-enforce ELA instruction at home.
- Differentiated instruction as reflected in lesson plans and actions plans, supplemental instructional materials as needed to support differentiated instruction. Supplemental contracts as needed for planning or professional learning.
- Student agendas for intermediate grades 4-6 to support student achievement.
- Supplemental instructional supplies to support student achievement: Graphic for instructional supplies, Expository texts, leveled books, schoolwide site license for supplemental intervention reading program , (A-Z, ESGI, DIBELS, Formative. Nearpod, Write Tools, and other vendors), writing papers, journals, pencils, Rochester 100, document cameras, laptops, tablets, hardware/software/, Orton- Gillingham training/ curriculum, Write Tools training/ curriculum, etc...
- Supplemental contract for classified personnel to support teachers and students with core curriculum materials distribution and instructional supplies ordering, delivery, and professional learning.
- Supplemental contracts for extra tutoring by CTs or teachers as needed based on student data, during the day or after school.
- Substitutes for teacher release to plan for instruction and side by side professional learning such as Literacy Walks or SSTs, IEPs, and PLC Planning as needed.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

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

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

Based on the CA Data Dashboard, English Learners at Viking Elementary School are in Green. The percentage of our EL students making progress towards English proficiency is 52.6%. The number of students making progress has increased by 5.4%.

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

With Title I funds we plan to support English learner students by purchasing supplemental materials.

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

With 7090 or 7091 funds we plan to support English learner students by fund a CT to work with our EL students. Fund a .375 CT to support instruction, ELPAC data chat and ELPAC readiness workshops.

4. As a site: What are planned actions to support English learner students?

English Learners

Based on the CA Data Dashboard, English Learners at Viking Elementary School are in Green. The percentage of our EL students making progress towards English proficiency is 52.6%. The number of students making progress has increased by 5.4%.

All EL students will receive and have access to schoolwide comprehensive ELA program that aligns to the CCSS (Common Core State Standards) in addition to selected ELA instructional strategies based on the ELD Framework to integrate all core contents to increase reading levels for ALL EL students. So that, "Every child can and must learn at grade level and beyond" and "Move a minimum of a grade level per year", as monitored by the Cycle of Continuous Improvement structure every three weeks. The comprehensive ELA program consist of daily Tier I instruction that allows ALL students to access grade level core curriculum. Viking's comprehensive ELA program ensures that all EL students receive quality instruction in addition to the following:

Instruction:

- English Learner (EL) students will receive daily designated and integrated ELD that aligns to the students' English Language Proficiency Level, with emphasis and focus on integrating the English Language Development (ELD) ELA Framework through Specially Designed Academic Instruction for English (SDAIE) strategies on a daily basis.
- All teachers with EL students will utilize CA ELD Standards in tandem with the ELA CCSS and other content standards.
- Integration of meaning-making by incorporating Listening and Speaking Standards and Writing Standards to strengthen comprehension through academic discourse and note taking skills.
- Instructional Coach and TSA will provide support through professional learning of EL Strategies
- Supplemental contract for Common Core Planning to meet the needs of EL students.
- Sub release for instructional planning and side by side professional learning.

Extra support:

- EL students will also receive extra targeted instruction to support reading comprehension in small group intervention as needed.
- Small group interventions 4x a week for 30 minutes each day, for students who are academically at risk and scoring significantly below grade level on CAASPP, BAS and Fluency, Interim Assessments (iReady), and

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

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

The Students with Disabilities student population is performing at the lowest level in areas of in ELA and Math according to the CA Dashboard).

2. Using 3010 Title I funds only: What are the planned expenses to support this student group? With Title I funds we plan to support our Students with Disabilities by adding extra support time with our RSP paraprofessional through supplemental contracts as needed/funds availability, in addition to their IEP time. Support time may be push in our pull out based on the needs of the students.

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

With 7090 or 7091 funds we plan to support Students with Disabilities through after school tutoring with credential teachers on supplemental contracts.

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

Planned Action Supports:

Students with Disabilities will receive all services as GE students. In addition to the following:

- Flexible small group setting instruction provided by resource specialists for Students with Disabilities through push in and pull out model as needed by individual students.
- Supplemental instructional supplies as needed to address student needs.
- Administrators and RSP Teachers will collaborate with RIM for additional support.
- Reading software program such as i-Ready, ESGI, FIABs, IABs, Formative, and other program software can be made available to diagnosis and plan targeted reading instruction, along with core curriculum and supplemental materials for both student groups.
- Along with classroom teachers, Resource Specialist will progress monitoring student learning throughout the year for our Students with Disabilities. Progress monitoring can be completed or done through the IEP process and progress of IEP goals, and by data chats.
- Teachers/PLC will disaggregate and analyze common assessments data by the SWD student groups to target Tier 1 and 2 supports during CORE instruction.
- After School/during day tutoring (as needed and funding allows).
- Home School Liaison can support connecting with parents regarding students regarding attendance to support student achievement.

teacher/PLC created formative assessments.
- Supplemental ELA instructional supplies to support EL students as needed.
- English Language Proficiency Assessments for California (ELPAC) chats will be provided for all EL students and instructional support will be provided for students prior to assessment. Students who are ELD 1 and 2 will receive English Language Development support as needed to help with language acquisition.
- ELPAC assessors will support teachers in administering the annual ELPAC
- EL students will have priority for after school/before school academic support.
- ELPAC instructional focus groups for long-term English learners and at-risk English learners.
- Parent participation materials

Goal Setting:

- ELPAC chats will be provided for all EL students and instructional support will be provided for students prior to assessment.
- Teachers will identify and chart growth of EL students for each of the district interim assessments. Goal setting for all EL students.
- EL Data Chats based on individual student achievement to provide specific information and inform students of teacher commitments.
- Process for identifying EL students for RTI will be through various assessments: ELPAC, SBAC, Interim 1 and 2, BAS, and site CFAs.
- ELPAC instructional focus groups for long-term English learners and at-risk English learners.
- Translation support as needed.
- FEP Monitoring

Leaders and teachers will ensure there is a daily implementation and monitoring of integrated and designated ELD instruction for EL students.

Disaggregated data for EL students from the following assessments:

- Interim Assessments (iReady, IABs, FIABs, TK-KAIG, FSA)
- SBAC
- BAS and Fluency
- PLC created Common Formative Assessments
- ELPAC
- Writing samples scores based on PLC/Wonders writing rubric.
- FEP Monitoring
- English Learners PBI
- Student Assessment Report PBI

Supplemental contracts for Intervention Tutors to do small group RTI and extra support in reading comprehension strategies to support student success in literacy and English Language Development.

1. Supplemental contract as needed for RTI.
2. Supplemental contract for Common Core Planning to meet the needs of EL students.
3. Supplemental contract for ELPAC Assessors.
4. Supplemental instructional supplies to meet the needs of the students.
5. Provide small group instruction for students who are at the Intermediate, Early Advanced, and Advance, utilizing district EL support resources to help students prior to assessments.
6. Data chats Supplemental materials to support instruction, including technology with various vendors.
7. Sub release for instructional planning and side by side professional learning.
8. Parent participation materials

Action 2

Title: Viking Comprehensive Math Program

Action Details:

School-wide implementation of CCSS Math to ensure that all students receive the following: 1) A culture of learning with high expectations. 2) Challenging content reflecting the shifts as required by the CCSS Mathematics to ensure students are receiving "instructional practices that allow all students to learn the content of the lesson". 3) Student ownership of their learning. 4) Frequent monitoring of student progress.

Viking's comprehensive Math program consists of daily Tier I Math instruction that allows ALL students to access grade level core curriculum within the 90 minutes block, which includes whole and small group for differentiated instruction.

1) A culture of learning with high expectations—Establish and maintain an environment that encompasses a structure that is conducive to learning by implementing the following procedures and curriculum:

- CHAMPS
- Class Meetings/Morning Circles
- Second Steps
- Classroom Incentives
- School Wide Incentives
- Growth Mindset
- Collaboration Conversations--Academic Discourse
- Warriors' Promise--Criteria for Success
- Warriors Chant
- Daily "Words of Wisdom"
- Talk Moves with Academic Discourse
- Student and Classroom Goal Setting--cultivating a learning environment that students have ownership in their learning
- Cultural Proficiency

2) Challenging content reflecting the shifts as required by the CCSS Mathematics to ensure students are receiving "instructional practices that allow all students to learn the content of the lesson" in the three mathematical domains: a--Concepts and Procedures b--Problem Solving and Modeling & Data Analysis c--Communicating Reasoning.

- Align lessons to the CCSS Mathematical Practices in all grade levels: a) Go Math Learning Progression b) Number Talks c) Reflex Math d) Modeling, Guided, and Independent Practice with focus on solving word problems, presentation, and small group academic discourse.
- Instructional lessons will include the following student tasks: a) Students will state the problem in students' own words. b) What is it asking the students to do or find? c) What are the unknowns? d) What information is in the problem? e) What information is missing or not needed to solve math problems f) Building math models to represent learning. f) Math fact fluency--BBF.
- Incorporate technology from GVC Go Math.
- Incorporate reading, writing, and vocabulary development within math content (DOK levels) to emphasize problem solving; increase student discourse to integrate writing using academic math vocabulary.
- Response to Intervention in classrooms to support students based on grade/site/district CFAs. Intervention as needed by classroom teachers/PLCs.
- Instructional math lessons focus on these components: a) Engaging students with grade-level problems Mathematical Practices. b) Investigations and provide opportunities for students to share, elaborate, justify, and question their work.
- Increase students' knowledge in the math domain Concepts and Procedures--Basic math fact fluency using the BBF structure.
- PLI structure and process to differentiate instruction in grades K-6.
- IPG Tenet 1-5 will be implemented in all classrooms.
- Implement Math Lesson Design structure in grades 2nd, 3rd, 4th, 5th, and 6th grade. Site Academic Coach with support from district Math Dept will support teachers. If funding permits, side by side learning with substitute release.

3) Frequent monitoring of student progress throughout the year utilizing the CCI process, utilizing data and student work samples to calibrate and set criteria for success to measure individual teacher and PLC's SMART Goals towards district Math Interim Assessments for grades 1st - 6th and CAASPP for grades 3-6. Viking will implement a Multi-Tiered System Support (MTSS) to support student achievement.

Data from TK-6th teacher/PLC created assessments are collected and analyzed individually by teachers and shared out in PLCs. PLCs will engage in collegial inquiry through reflection and discussion focused on next steps for instruction and student learning. The student performance data will assess student successes and needs which will lead to PLCs identifying areas where their students need, whether to learn new content or implement instructional strategies through the RTI process. The cycle of reflection, discussion, and assessment will be ongoing process to support student achievement. The process of addressing student academic needs will be based on the Five Essential Questions from PLC+ Framework.

Progress monitoring process will be kept on a data matrix by each teacher to measure individual teacher (GE and SPED teachers) towards individual teacher SMART Goal and PLC SMART Goals toward 1st, 2nd, and 3rd district Interim Diagnostic Assessment (iReady) and California Assessment of Student Performance & Progress (CAASSPP) and in addition to BBF Scores and Reflex/FRAX.

4) Tier Support:

Tier 1 focuses on CCSS Math content implementation in addition to the 8 Mathematical Practices for ALL students: 1) Makes Sense of Problems and Persevere in Solving Them 2) Reason Abstractly and Quantitatively 3) Construct Viable Arguments and Critique the Reasoning of Others 4) Model with mathematics 5) Use Appropriate Tools Strategically 6) Attend to Precision 7) Look for and Make Use of Structure 8) Look for and Express Regularity in Repeated Reasoning. Math IPG Tenet 1-5 will be implemented in all classrooms. Teachers will differentiate instruction for all students based on the needs of the students through the different levels of DOK during Tier I instruction utilizing student data. Teachers will utilizing the PLI structure and process to differentiate student learning during Math Core block, consisting these components during PLI: Whole Group Instruction, Small Group Instruction, Independent, and Collaboration. Backwards mapping process will be utilized to support instructional planning.

- PLCs will create, administer, and monitor formative assessments between district interim assessments. PLCs will analyze and reflect on site CFAs and district CFAs throughout the year to plan for re-engagement and next steps in the context of the Five Essential Questions from PLC+ Framework: 1) Where are we going? 2) Where are we now? 3) How do we move learning forward? 4) What did we learn today? 5) Who Benefited and Who Did Not Benefit?
- Recognize students who have met their basic math facts goal for the semester—School Wide Math Champions celebrations. Support students with learning basic math facts with math programs such as BBF, i-Ready, Reflex Math, Frax Math, etc...and other vendors.
- All students and teachers will be engaged in goal setting throughout the year, including SPED teachers.
- All teachers will engage in data CCI collaboration meeting with Admin, including SPED teachers, and plan for next instructional steps.
- RSP and Regular Education teachers will work together to support instruction and clarify/reteach standards as needed based on formative assessments and goal setting.
- Teachers and staff members on Climate and Culture Team, TST, ILT, and PLC will be included in analyzing CFA/Interim/Survey data as an ongoing basic process and problem solve actions to address student needs.
- FIABs/IABs, iReady, Go Math, Reflex Math, Frax Math, Formative, Nearpod, and PLCs/Teacher created CFAs will be utilized as other measurements in the CCI process for teachers in grades 3-6.

Tier 2 provides opportunities for deployment among Professional Learning Communities or flexible groupings in classrooms to differentiate instruction based on students' academic needs, with support from push in Certificated Tutors (as funds are available for tutors). RTI block utilizes GVC and other supplemental materials to meet the academic needs of the students. Grades 1-6 will engage all students in personalized learning, utilizing tablets to differentiate instruction through the Personal Learning Initiative. Math software diagnostic assessments from i-Ready, Reflex Math, Frax Math, Formative, Nearpod, and other vendors will be utilized in addition to Go Math and CFAs to plan for next steps in differentiating instruction. Targeted lessons from the various software will be implemented to support /enhance individual student needs in K-6, with emphasis on Students with Disabilities, African American Student Groups, and English Learners.

- Response to Intervention in classrooms to support students based on needs: a) Grade 1—Scoring 1's on their BBF status checks, iReady Assessments, and PLC/teacher created CFAs. b) Grades 2-6, iReady Assessments, PLC/teacher created CFAs, and/or FIABs and IABs for grades 3-6. If funding permits, after school tutoring with credential teachers on supplemental contracts.

Tier 3 provides opportunities for flexible small group setting instruction provided by resource specialists. In addition to direct instruction, various software program such as i-Ready, Reflex/FRAX, Formative, Nearpod, and other vendors will be utilized to diagnosis and plan targeted math instruction, along with core curriculum and supplemental materials.

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

Individual teachers and PLCs will monitor student progress throughout the year utilizing the CCI process--utilizing data and student work samples to calibrate and set criteria for success to measure individual teacher (GE and SPED teachers) and PLC's SMART Goals towards district 1st, 2nd, and 3rd Math iReady Assessments for grades K- 6th, CAASPP for grades 3-6, in addition to the Kindergarten Foundational Skills Assessments and TK FAS for Transitional Kindergarten, with emphasis on Students with Disabilities, African American Student Groups, and English Learners.

- Analyze and reflect on site CFAs and district CFAs throughout the year to plan for re-engagement and next steps in the context of the Five Essential Questions from PLC+ Framework 1) Where are we going? 2) Where are we now? 3) How do we move learning forward? 4) What did we learn today? 5) Who Benefited and Who Did Not Benefit?
- Response to Intervention in classrooms to support students based on needs: a) Grade 1—Scoring 1's on their BBF status checks, iReady Assessments, and PLC/teacher created CFAs. b) Grades 2-6, iReady Assessments and PLC/teacher created CFAs.
- Basic Math Facts--BBF
- Student artifacts will be collected quarterly for the purpose of data analyzes, monitor student progress, assess student needs, assess teaching strategy effectiveness, and across grade level articulation.
- Grades 2nd-6th will utilize Math Lesson Design instructional strategies/structure to deliver math instructions.

Owner(s):
- Professional Learning Communities
- Resource Specialist --Student with Disabilities
- ILT
- Individual Teachers
- Instructional Coach

Timeline:
- PLC created--3 Formative Assessments per quarter.
- Teacher created formative assessments as needed per quarter based on instruction.
- Basic math fact--quarterly targeted goal
- Quarterly Reflex Math Goals

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

Response to Intervention in classrooms to support students based on the following data sets:

- TK FSA and PLC created CFAs for Transitional Kindergarten
- Kindergarten--Foundational Skills Assessments, PLC CFAs based on the essential standards selected, and iReady
- PLC/teacher created CFAs for grades 1st - 6
- iReady for grades K-6
- BBF for grades 1-6
- Go Math Assessments for 1st-6th
- After school tutoring/during the school day tutoring Students with Disabilities as funding permits.

Owner(s):
- Professional Learning Communities
- Resource Specialist --Student with Disabilities
- ILT
- Individual Teachers
- Instructional Coach

Timeline:
- Kindergarten--Trimester for the FSA and teacher created formative assessments as needed per quarter based on instruction.
- TK-- Trimester FSA and teacher created formative assessments as needed per quarter based on instruction.
- Grades K-6, CFAs based on the essential standards selected by the PLC at least every 6 six weeks.
- iReady, 3 times per year for grades K-6

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

- Increase basic math fact fluency for every quarter in all grade levels, K-6th.

Owner(s):
- Individual Teachers--analyze data
- Professional Learning Communities--Plan for RTI Deployment
- Resource Specialist--Students with Disabilities--Differentiate instruction to meet IEP goals
- ILT--Professional learning for staff base on student data.

Timeline:

Quarterly: Celebrate students who achieved their targeted goal for each quarter--school-wide Math Champions celebration.

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

1) Viking provides a Multi-Tiered System of Support (MTSS) approach to support all students in Math. Students will be identified and grouped accordingly to needs through various assessments: SBAC, iReady Results, Go Math

Assessments and site CFAs. In addition to core instruction, math instruction will vary based on assessments through a fluid RTI structure (small group instruction/PLC deployment).

- Tier 1 service focuses on CCSS implementation of math standards, mathematical practices, and the shifts in mathematics. Teachers will differentiate instruction for all students based on the needs of the students through the different levels of DOK during Tier I instruction utilizing student data. Teachers will utilizing the PLI structure and process to differentiate student learning during Math Core block, consisting these components during PLI: Whole Group Instruction, Small Group Instruction, Independent, and Collaboration. Grades 4-6 will utilize Math Lesson Design strategies/structure to deliver math instruction.
- Tier 2 provides opportunities for deployment among Professional Learning Communities or flexible groupings in classrooms to differentiate instruction based on students' academic needs, with support from push in Certificated Tutors (as funds are available for tutors). RTI block utilizes GVC and other supplemental materials to meet the academic needs of the students. Grades 1-6 will engage all students in personalized learning, utilizing tablets to differentiate instruction through the Personal Learning Initiative.   Math software diagnostic assessments from i-Ready, Moby Max, Formative, Reflex Math, Frax Math, Nearpod, and other vendors will be utilized in addition to Go Math and CFAs to plan for next steps in differentiating instruction.   Targeted lessons from the various software will be implemented to support /enhance individual student needs in K-6, with emphasis on Students with Disabilities, African American Student Groups, and English Learners.
- Tier 3 provides opportunities for flexible small group setting instruction provided by resource specialists. In addition to direct instruction, various software program such as i-Ready, Moby Max, Formative, Nearpod, and other vendors will be utilized to diagnosis and plan targeted math instruction, along with core curriculum and supplemental materials.
- Instructional and TSA will support instruction and curriculum.

2) Other support for students are as follows:

- Stationary/Mobile Computer Lab for Students to gain access to Math GVC through the implementation of FUSD Technology Scope and Sequence Standards. Supplemental contract for classified support for technology instruction during computer lab time for primary grades. Computer lab instruction focuses on keyboarding and computer literacy, to support success on Math Interim Assessments and CAASPP.
- Response to Intervention: Student performance data will be reviewed by individual teachers and PLCs to plan for next instructional steps and differentiate instructions to meet student needs. Supplemental contracts for Certificated tutors in Math will be provided to support small group instruction to differentiate instruction (if funding allows).
- Teachers will implement CCSS instructional strategies learned from district coaches/site professional learning, other PLCs, regional work, or Math Lesson Design coaches.
- Fifth and sixth grade teachers will implement Math Lesson Design structures to support student achievement.
- Sub release will be provided for side by side learning, professional learning, Math Lesson Design, and Math CCSS instructional planning.
- Recognize students who have made their math goal for the quarter and semester—Math Champions celebrations.
- Supplemental Math instructional supplies to meet the needs of the students from various vendors such as i-Ready, Moby Max, Formative, Nearpod, or other supplemental math software program or vendors.
- Supplemental contract for classified personnel to support teachers and students with core curriculum materials distribution, ordering, delivery, and professional learning.
- Student data chat and goal setting will be provided in the classrooms by teachers. Student growth will be recognized and celebrated school-wide for grades K-6.
- Instructional packets will be given to incoming Kindergarten students to re-enforce Math instruction at home.
- Differentiated instruction as reflected in lesson plans and actions plans, supplemental instructional supplies materials as needed to support instruction.
- Student agendas for intermediate grades 4-6 to support student achievement.
- Supplemental contracts for extra tutoring by CTs or teachers as needed based on student data, during the day or after school.
- Instructional coach will support classrooms with EL instructional strategies professional learning.
- Copier

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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

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

Based on the CA Data Dashboard, English Learners at Viking Elementary School are in Green. The percentage of our EL students making progress towards English proficiency is 52.6%. The number of students making progress has increased by 5.4%.

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

With Title I funds we plan to support English learner students by purchasing supplemental materials.

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

With 7090 or 7091 funds we plan to support English learner students by fund a CT to work with our EL students. Fund a .375 CT to support instruction, ELPAC data chat and ELPAC readiness workshops.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

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

The Students with Disabilities student population is performing at the lowest level in areas of in ELA and Math according to the CA Dashboard).

2. Using 3010 Title I funds only: What are the planned expenses to support this student group? With Title I funds we plan to support our Students with Disabilities by adding extra support time with our RSP paraprofessional through supplemental contracts as needed/funds availability, in addition to their IEP time. Support time may be push in our pull out based on the needs of the students.

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

With 7090 or 7091 funds we plan to support Students with Disabilities through after school tutoring with credential

4. As a site: What are planned actions to support English learner students?

English Learners

EL students will receive Viking's comprehensive Math program, in addition to the following:

- Emphasis and focus on integrating the ELD Framework through SDAIE strategies on a daily basis.
- EL students will also receive extra targeted instruction to support math in small group intervention as needed (if funding allows).
- Supplemental Math instructional supplies to support EL students as needed.
- Process for identifying EL students for RTI will be through various assessments: ELPAC, SBAC, district interim assessements, and site CFAs. Push in or pull out structures will be utilized for extra tutoring, either after school or during the day (as needed and funding allows).
- Math software program such as i-Ready, Moby Max, Formative, Nearpod and other program software can be made available to diagnosis and plan targeted math instruction, along with core curriculum and supplemental materials.
- Along with classroom teachers, Resource Specialist will progress monitoring student learning throughout the year for ELs who have learning disabilities.

teachers on supplemental contracts.

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

Students with Disabilities and African American students will receive all services as GE students. In addition to the following:

- Flexible small group setting instruction provided by resource specialists for Students with Disabilities.
- Supplemental instructional supplies as needed to address student needs.
- Math software program such as i-Ready, Moby Max, BBF, Formative, Nearpod, and other program softwares can be made available to diagnosis and plan targeted math instruction, along with core curriculum and supplemental materials for both student groups.
- Along with classroom teachers, Resource Specialist will progress monitoring student learning throughout the year for our Students with Disabilities.
- Teachers/PLC will disaggregate and analyze common assessments data by the SWD student groups to target Tier 1 and 2 supports during CORE instruction.
- After School/during day tutoring (as needed and funding allows).
- Home School Liaison can support connecting with parents regarding students regarding attendance to support student achievement.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0465 Viking 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-Supp			Teacher supplemental contracts for extra-curricular, RTI, PL. **No IEPs**	15,406.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3750		46,572.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.1250	RtI Small Group Reading Intervention EL	12,907.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute teachers for planning, SST, 504, IEPs	21,499.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Teacher Contracts Extra Curricular, RtI, Professional Learning	27,506.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Instructional Materials	70,769.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Funds to cover adjustment for Tutor CBA Longevity payment agreement.	765.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Office and Library Copiers Lease	9,200.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Computer Maintenance	1,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2500	RtI Small Group Reading Intervention EL	25,814.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	2,885.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Instructional Materials	8.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Funds to cover adjustment for Tutor CBA Longevity payment agreement.	1,533.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Reflex/FRAX site license, Swun Math	5,000.00
G1A3	Title 1 Basic	Attendance & Social Work Servic	Crt Pupl-Reg	Social Worker, School	0.4000	Split funded SSW: 0.6 FTE Centennial G1A3 , 0.4 FTE Viking G1A3	57,277.00

$298,141.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✔	90 %	87.3 %	2023-2024	90 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

Fall Climate and Culture Student Survey 2023-2024, in comparison to Spring 2023.

Students in grades 3-6 were given the Climate and Culture Student Survey in the Fall (**323** responses).

Here are the results from the survey based Panorama Education.

1. Student-centered and Real World Experiences Site 87% Favorable, went up 2% from Spring 2023, District average at 85%. Viking met district average.

- **89% no change-- "I know how to change and improve based on the feedback I am given".**
- **79% up by 4%-- "My school teaches lessons in ways that connect to my life".**
- **91% up by 8%-- "My school prepares me for life with real-world experiences".**
- **90% up by 4%-- "Even when things are hard, I can overcome challenges in my life".**

2. Student Wellness Domain Site 87% Favorable, increased by 2% compared to Spring 2023. District average is 85%. Viking met district average.

- 83%, up by 14%-- "If I feel sad, worried, stressed, anxious, or depressed, there is an adult at school I can talk to".
- 91%, up by 5%--"My school promotes student wellness (mind and body)".

3. Student Engagement Domain Site 82% Favorable, went up 7% from Spring 2023 of 75%. District average is 82%. Viking met district average.

- 81%, up by 6%--"I feel like I belong at my school".
- 71%, up 9% --"I have a voice and feel heard at my school".
- 92%, up 25--"I have opportunities to be part of discussions and activities in my room".
- 93%, up 13%--"I have opportunities to be part of clubs and activities at my school".
- 90%, up 4% --"There is an adult at school that cares about me".
- 66%, up 7%--"Students at this school care about each other".
- 46%, down --"I have experienced the following forms of bullying and/or harassment, within past 30

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

All students are encouraged to participate in all student engagements.

Student group with low performance as relates to this goal is our Students with Disability. Factor which may have contributed to lower engagement is Chronic Absenteeism. The students are serviced by the 1.5 FTE (RSP Teachers) and three .375 FTE Paraprofessionals.

Our students with disabilities continues to be an area of focus for us. Based on Power BI, 59 students are currently enrolled.

1. Chronic Absenteeism:

- 25/59 students are categorized as Chronic/Severely Chronic Absenteeism (42.37%)
- Schoolwide Chronic/Severely Chronic Absenteeism (33.83%)
- Our HSL will continue to work with students and families to encourage and support them with attendance.

2. Low Reading Proficiency

- Students are entering school/grade with 2 or more years below in reading and math.

3. Student Groups:

- 2 African American
- 6 Asian
- 33 Hispanics
- 1 Native Americans
- 2 Pacific Islander
- 5 Two or More Race
- 8 White
- 6 classified as English Learners
- 2 students are classified as Homeless Youth

Home School Liaison can support connecting with parents and students regarding attendance and joining

days--physical".

- 45%, up 4%--"I have experienced the following forms of bullying and/or harassment, within past 30 days--verbal".
- 79%, up 1% -- "I have experience the following forms of bullying and/or harassment, within past 30 days--virtual".
- 66%, down 1% --"Within the past 30 days, I have been bullied or harassed because of --race".
- 82%, up 5%--"Within the past 30 days, I have been bullied or harassed because of --culture".
- 86%, up 6%--"Within the past 30 days, I have been bullied or harassed because of--religion".
- 79%, up 4%--"Within the past 30 days, I have been bullied or harassed because of - Gender Identity".
- 57%, up 8%--Within the past 30 days, I have been bullied or harassed because of -appearance".
- 87%, up 1%--Within the past 30 days, I have been bullied or harassed because of -disability".
- 87%, up 3%--Within the past 30 days, I have been bullied or harassed because of -sexual identity".
- 70%, 13% --Within the past 30 days, I have been bullied or harassed because of -other".

4. School Environment Domain Site 73% Favorable, went up 4%. District 71% .Viking met district average.

- 72%, up 6%--"I feel safe at school".
- 98%, up 5% -- "I know the school rules and what is expected of me".
- 80%, up 10% --"Adults at my school treats all students fairly".
-

5. Organizational Environment Domain Site 89% Favorable, went up by 9%. District average is 87%. Viking met district average.

- 81%, up 8%--"Adults at my school seem to enjoy being there".
- 935, up 11%--"My school values understanding different races, ethnicities, and cultures".
-

6. Academic and Social Emotional Learning Domain Site 89% Favorable, went up by 2% from Spring 2023. District average is 90%. Viking did not meet district average.

- 91%, went up by 2%--"I believe grading at my school is fair."
- 92%, went up by 2%--I plan the steps I need to reach my goal".
- 93%, went by 3%--"At my school, I'm challenged to learn new things".
- 74%, went 2% -- "My school teaches me to manage my emotions".
- 96%, no change--"I believe I can learn new thing".
- 90%, went up 1%--" I learn and grow from my mistakes".
- 92%, went up 4%--"If I do my best, I can pass the following subjects, Math".
- 86% went up 3% --"If I do my best, I can pass the following subject, Reading".
- 86%, went up 3% --"If I do my best, I can pass the following subject, Social Studies".
- 91%, went up 25--"If I do my best, I can pass the following subject, Science".

Schoolwide engagements:

- Students/parents participating in the library on Wednesday nights from 5:00-6:00 for all students and 1:30-2:00 for all TK and Kinder students.
- Book Fair
- Students participate in Math Champions and Reading Challenge celebrations for passing their grade level basic math facts and meeting required pages read each quarter.
- Block V Awards
- Quarter Awards
- Students of the Month Awards

extra curriculum to support student achievement and school connectedness.

- Clubs

1. Sports Club
2. Library Service Helper
3. Ball Retriever
4. Cafeteria Helper
5. Homework Club
6. Art Club
7. Pokemon Club
8. Mindcraft Club
9. Battle of the Book Club
10. Hallway Host

- Real life experience field trips pathways.
- Schoolwide inspiring assemblies:

1. Krazy Karen
2. Classroom pizza celebrations
3. Family Movie Night
4. Schoolwide activities--Staff vs Students Sports, Games, etc..
5. Fun Fridays

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 (Intended actions for the current school year vs. Actual actions that occurred).

There was no major differences between the intended and actual implementation of actions and budget expenditures.

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 2024/25 SPSA.

There will not be major changes for next year in terms of opportunities for students to engage in extra curricular activities. The only change is there may be limits on how long a event/club may last due to budget cuts.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
School Site Council Meetings are as follows: 11/16/2023 #1	ELAC Meetings are as follows: 11/30/2023	Staff Feedback: 2/26/2024

- SSC Ballots and Elect Officers
- SSC Training

1/10/2024 #2

- Reviewed schoolwide iReady Data

1/31/2024 #3

- Reviewqed 23/24 site allocations Title I 3010, LCFF 7090, LCFF 7091, ESSER 7099
- Reviewed/Approved Safety Plan

3/12/2024 #4

- Reviewed ATSI Status for 23/24 and 24/25
- Reviewed PFEP
- Reviewed Parent Compact
- Reviewed Bylaws
- Reviewed Staff and ELAC 24/25 Budget/SPSA Feedback

3/21/2024 #5

- Agenda--Approve SPSA
- SSC approved 24/25 SPSA and budget allocations--2 CTs, Social Worker, Math site license, Extra supervision for NTAs, Funds for teacher planning time/PL & Extracurricular, Subs for PL/IEPs, Copier Lease, Extended Library time for parents, and Instructional supplies.

- ELAC Training
- Nominations and Election of Officers--Parents elected to not have officers.
- English Learner School Site Demographics

2/14/2024

- English Learner Family Needs Survey
- English Learner School Site Demographics

3/7/2024

- Reviewed 2023/2024 Budget and Funding allocations
- Reviewed ATSI Status.
- ELAC Feedback on 24/25 Budget allocations and SPSA.
- Share out staff feedback for 24/25 Budget allocations and SPSA.

3/21/2024

- Reviewed 24/25 SPSA and Budget Allocations with ELAC Parents. ELAC approved SPSA and Budget allocations for 2024/2025--2 CTs, Social Worker, Math site license, Extra supervision for NTAs, Funds for teacher planning time/PL & Extracurricular, Subs for PL/IEPs, Copier Lease, Extended Library time for parents, and Instructional supplies.

- Typed and sent out staff 24/25 budget allocations and SPSA feedback to all staff via email

2/28/2024

- Staff Meeting to review and discuss 24/25 budget allocation feedback from staff.

3/12/2024

- Sent out via email to staff draft 24/25 budget allocations based on staff and ELAC feedback. Request for staff feedback for the draft allocations

3/21/2024

- Nuts and Bolts meeting with staff to review draft 24/25 draft budget allocations and SPSA and any new feedback given after draft allocation was sent out.
- Staff approved 24/25 SPSA and budget allocations--2 CTs, Social Worker, Math site license, Extra supervision for NTAs, Funds for teacher planning time/PL & Extracurricular, Subs for PL/IEPs, Copier Lease, Extended Library time for parents, and Instructional supplies.

Action 1

Title: Student Engagement Goal 2

Action Details:

Provide multiple opportunities for students to interact/engage in activities that promote social, emotional, and academic connections with peers and local communities to increases school connectedness among students, staff, and parents.

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

Student participation rate in various extra-curricular activities:

1) Number of students/parents participating in the library on once a week at night.

2) Number of students participating in Young Authors' Night, 2x a year (Fall and Spring).

3) Number of students participating in the Math Champion Celebrations and Reading Challenge Celebrations, 4x a year.

4) Number of students meeting the criteria to receive the Viking Block V Award, 2x a year.

5) Number of students participating in the following clubs/student activities:

- Art Club
- Yugio/Pokeman Club
- Inter- Mural Sports
- Talent Show Fall and Spring
- Cafeteria Helpers
- Library Helpers
- Daily Announcements
- Winter/Spring Music Program
- Winter/Spring Schoolwide Performances
- Volunteer Program
- Viking Vocals
- Leadership
- Other student/parent engagement events
- Good News Club

Owner(s):
- Club Advisors
- Support Staff

Timeline:
Quarterly data for Student Engagement

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

1) Supplemental Instructional Supplies for parent events/student engagement activities from various vendors.

2) Supplemental personnel contracts for coordinating, training, and supervision of various Goal 2 Activities/Parent engagement activies.

3) Awards and incentives for students to encourage participation, attendance, and foster school spirit.

- Award Ceremonies: Quarterly Academic Award
- Student of the Month
- Block V
- Sports
- Peach Blossom
- Educational Field Trips
- Talent Show/Schoolwide performances
- Viking Vocal
- Art Club
- Pokimon Club
- Homework Club
- Peer Mediators
- Leadership
- Mentorship

- Music Performances
- Schoolwide student t-shirts, water bottles, lanyards, etc...
- Other student/parent engagement events

4) Supplemental contract will be provided for library tech to extend library hours for students and parents use, once a week night from 5:00 pm -6:00 pm, to encourage family literacy.

5) Supplemental safety supplies such as orange vest, stop signs, and radios for Goal 2 supervision and Peer Mediators.

6) Incentives for schoolwide/classroom celebrations.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

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

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

Based on the CA Data Dashboard, English Learners at Viking Elementary School are in Green. The percentage of our EL students making progress towards English proficiency is 52.6%. The number of students making progress has increased by 5.4%.

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

With Title I funds we plan to support English learner students by purchasing supplemental materials.

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

With 7090 or 7091 funds we plan to support English learner students by fund a CT to work with our EL students. Fund a .375 CT to support instruction, ELPAC data chat and ELPAC readiness workshops.

4. As a site: What are planned actions to support English learner students?

English Learners

Based on the CA Data Dashboard, English Learners at Viking Elementary School are in Green. The percentage of our EL students making progress towards English proficiency is 52.6%. The number of students making progress has increased by 5.4%.

All EL students will receive and have access to schoolwide comprehensive ELA program that aligns to the CCSS (Common Core State Standards) in addition to selected ELA instructional strategies based on the ELD Framework to integrate all core contents to increase reading levels for ALL EL students. So that, "Every child can and must learn at grade level and beyond" and "Move a minimum of a grade level per year", as monitored by the Cycle of Continuous Improvement structure every three weeks. The comprehensive ELA program consist of daily Tier I instruction that allows ALL students to access grade level core curriculum. Viking's comprehensive ELA program ensures that all EL students receive quality instruction in addition to the following:

Instruction:

- English Learner (EL) students will receive daily designated and integrated ELD that aligns to the students' English Language Proficiency Level, with emphasis and focus on integrating the English Language Development (ELD) ELA Framework through Specially Designed Academic Instruction for English (SDAIE) strategies on a daily basis.
- All teachers with EL students will utilize CA ELD Standards in tandem with the ELA CCSS and other content standards.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

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

The Students with Disabilities student population is performing at the lowest level in areas of in ELA and Math according to the CA Dashboard).

2. Using 3010 Title I funds only: What are the planned expenses to support this student group? With Title I funds we plan to support our Students with Disabilities by adding extra support time with our RSP paraprofessional through supplemental contracts as needed/funds availability, in addition to their IEP time. Support time may be push in our pull out based on the needs of the students.

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

With 7090 or 7091 funds we plan to support Students with Disabilities through after school tutoring with credential teachers on supplemental contracts.

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

Planned Action Supports:

Students with Disabilities will receive all services as GE students. In addition to the following:

- Flexible small group setting instruction provided by resource specialists for Students with Disabilities through push in and pull out model as needed by individual students.
- Supplemental instructional supplies as needed to address student needs.
- Administrators and RSP Teachers will collaborate with RIM for additional support.
- Reading software program such as i-Ready, ESGI, FIABs, IABs, Formative, and other program software can be made available to diagnosis and plan targeted reading instruction, along with core curriculum and supplemental materials for both student groups.
- Along with classroom teachers, Resource Specialist will progress monitoring student learning throughout the year for our Students with Disabilities. Progress monitoring can be completed or done through the IEP process and progress of IEP goals, and by data chats.
- Teachers/PLC will disaggregate and analyze common assessments data by the SWD student groups to target Tier 1 and 2 supports during CORE instruction.
- After School/during day tutoring (as needed and funding allows).
-

Student engagement opportunities are open to all students, with an emphasis on Students with Disabilities by matching them with particular staff members to build a positive relationship. Adults will check in with them and

- Integration of meaning-making by incorporating Listening and Speaking Standards and Writing Standards to strengthen comprehension through academic discourse and note taking skills.
- Instructional Coach and TSA will provide support through professional learning of EL Strategies
- Supplemental contract for Common Core Planning to meet the needs of EL students.
- Sub release for instructional planning and side by side professional learning.

Extra support:

- EL students will also receive extra targeted instruction to support reading comprehension in small group intervention as needed.
- Small group interventions 4x a week for 30 minutes each day, for students who are academically at risk and scoring significantly below grade level on CAASPP, BAS and Fluency, Interim Assessments(iReady), and teacher/PLC created formative assessments.
- Supplemental ELA instructional supplies to support EL students as needed.
- English Language Proficiency Assessments for California (ELPAC) chats will be provided for all EL students and instructional support will be provided for students prior to assessment. Students who are ELD 1 and 2 will receive English Language Development support as needed to help with language acquisition.
- ELPAC assessors will support teachers in administering the annual ELPAC
- EL students will have priority for after school/before school academic support.
- ELPAC instructional focus groups for long-term English learners and at-risk English learners.
- Parent participation materials

Goal Setting:

- ELPAC chats will be provided for all EL students and instructional support will be provided for students prior to assessment.
- Teachers will identify and chart growth of EL students for each of the district interim assessments. Goal setting for all EL students.
- EL Data Chats based on individual student achievement to provide specific information and inform students of teacher commitments.
- Process for identifying EL students for RTI will be through various assessments: ELPAC, SBAC, Interim 1 and 2, BAS, and site CFAs.
- ELPAC instructional focus groups for long-term English learners and at-risk English learners.
- Translation support as needed.
- FEP Monitoring

Leaders and teachers will ensure there is a daily implementation and monitoring of integrated and designated ELD instruction for EL students.

Disaggregated data for EL students from the following assessments:

- Interim Assessments (iReady, IABs, FIABs, TK-KAIG, FSA)
- SBAC
- BAS and Fluency
- PLC created Common Formative Assessments
- ELPAC
- Writing samples scores based on PLC/Wonders writing rubric.
- FEP Monitoring
- English Learners PBI
- Student Assessment Report PBI

encourage them to participate in various activities. Adults includes teachers, support staff, various support from vendors such as the Social Worker, CWA, All 4 Youth, and other vendors. Same process will be utilize for other identified low performing student groups.

Home School Liaison can support connecting with parents regarding students joining extra curricular activities.

Supplemental contracts for Intervention Tutors to do small group RTI and extra support in reading comprehension strategies to support student success in literacy and English Language Development.

1. Supplemental contract as needed for RTI.
2. Supplemental contract for Common Core Planning to meet the needs of EL students.
3. Supplemental contract for ELPAC Assessors.
4. Supplemental instructional supplies to meet the needs of the students.
5. Provide small group instruction for students who are at the Intermediate, Early Advanced, and Advance, utilizing district EL support resources to help students prior to assessments.
6. Data chats Supplemental materials to support instruction, including technology with various vendors.
7. Sub release for instructional planning and side by side professional learning.
8. Parent participation materials

Student engagement opportunities are open to all students, including EL students and other student groups. Staff will check in with students and encourage participation in various activities.

Home School Liaison can support by calling parents of students who may need translation for various extra-curricular activities.

Action 2

Title: Workplace Success --Real World Experiences

Action Details:

1. Provide multiple opportunities for students to interact/engage in activities that promote social, emotional, and academic connections with peers and local communities to promote and support qualities in students that demonstrate the character and competencies for workplace success.

2. Real life experience field trip pathways.

3. Career Day--career awareness.

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:
Progress monitor the number of students engaged in the various career pathway opportunities.	Individual Teachers/Coaches/Support Staff Office	Student attendance taken after each event.

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

- Supplemental instructional supplies to enhance students' experience in the different career pathways and engagement activities.
- Supplemental personnel contracts for staff members to coordinate and implement various career-oriented activities

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 2 that the student group is identified in red according to the CA Dashboard).

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

With Title I funds we plan to support (Specific student group) by...

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

With 7090 or 7091 funds we plan to support (Specific student group) by...

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

All EL students are provided the same opportunities as the other students for engagement of the different career pathways. No students are excluded. Discussions are done in the classrooms prior/after the events to expand student understanding of the event.

Home School Liaison can support by calling parents of students who may need translation for various extra-curricular activities.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

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

The Students with Disabilities student population is performing at the lowest level in areas of in ELA and Math according to the CA Dashboard).

2. Using 3010 Title I funds only: What are the planned expenses to support this student group? With Title I funds we plan to support our Students with Disabilities by adding extra support time with our RSP paraprofessional through supplemental contracts as needed/funds availability, in addition to their IEP time. Support time may be push in our pull out based on the needs of the students.

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

With 7090 or 7091 funds we plan to support Students with Disabilities through after school tutoring with credential teachers on supplemental contracts.

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

Planned Action Supports:

Students with Disabilities will receive all services as GE students. In addition to the following:

- Flexible small group setting instruction provided by resource specialists for Students with Disabilities through push in and pull out model as needed by individual students.
- Supplemental instructional supplies as needed to address student needs.
- Administrators and RSP Teachers will collaborate with RIM for additional support.
- Reading software program such as i-Ready, ESGI, FIABs, IABs, Formative, and other program software can be made available to diagnosis and plan targeted reading instruction, along with core curriculum and supplemental materials for both student groups.
- Along with classroom teachers, Resource Specialist will progress monitoring student learning throughout the year for our Students with Disabilities. Progress monitoring can be completed or done through the IEP process and progress of IEP goals, and by data chats.
- Teachers/PLC will disaggregate and analyze common assessments data by the SWD student groups to target Tier 1 and 2 supports during CORE instruction.
- After School/during day tutoring (as needed and funding allows

Student engagement opportunities are open to all students, with an emphasis on Students with Disabilities by matching them with particular staff members to build a positive relationship. Adults will check in with them and encourage them to participate in various activities. Adults includes teachers, support staff, various support from vendors such as the Social Worker, CWA, All 4 Youth, and other vendors. Same process will be utilize for other identified low performing student groups. Opportunities are open to ALL students. No students are excluded regardless on their academic status.

Home School Liaison can support by calling parents of students who are in various extra-curricular activities and school connectedness.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✔		32.6 %	2023-2024	30 %
Chronic Absenteeism - Semester 1 (English Learner)	✔	32.34 %	23 %	2023-2024	20 %
Suspension Rate - Semester 1	✔	0.86 %	2.9 %	2023-2024	2 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

Schoolwide--Attendance: YTD over a two year comparison:

- Good Attendance:
1. 2022-2023   32.0%
2. 2023-2024   38.6%   + 6.6%
- Managable
1. 2022-2023   26.5%
2. 2023-2024   26.6%   +.1%

- Chronic Absenteeism
1. 2022-2023   27.8%
2. **2023-2024   24.6% -3.2%**
- Severely Chronic:
1. 2022-2023   13.5%
2. **2023-2024   10.2%   -3.3%**

Student Group Attendance:

　　　　　Good/Manageable　　　Chronic/Severely Chronic

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 group with low performance as relates to this goal is our Students with Disability. Factors which may have contributed to lower performance are as follows. Chronic Absenteeism and Low Reading and Math Proficiency. The students are serviced by the 1.5 FTE (RSP Teachers) and three .375 FTE Paraprofessionals.

Our students with disabilities continues to be an area of focus for us. Based on Power BI, 59 students are currently enrolled.

1. Chronic Absenteeism:
- 25/59 students are categorized as Chronic/Severely Chronic Absenteeism (42.37%)
- Schoolwide Chronic/Severely Chronic Absenteeism (33.83%)

2. Low Reading Proficiency
- Students are entering school/grade with 2 or more years below in reading and math.

3. Student Groups:
- 2 African American
- 6 Asian
- 33 Hispanics
- 1 Native Americans
- 2 Pacific Islander
- 5 Two or More Race
- 8 White
- 6 classified as English Learners
- 2 students are classified as Homeless Youth

1. African American (45)   73.5%   26.56%

2. Asian (86)   81.4%   18.4%

3. Flipino (3)   100%

4. Hispanic (412)   62.4%   37.62%

5. Native American (7)   57.2%   42.9%

6. Pacific Islander (6)   33.3%   66.7%

7. Two/More Race(36)   61.1%   38.9%

8. White (69)   60.8%   36.0%

9. **SWD (61)**   **54.1%**   **45.9%**

10. **ELs (71)**   **80.3%**   **19.7%**

11. Foster Youth (12)   100%

12. Homeless (1)   28.3%   66.6%

Suspension YTD for 2023-2024:

October and March had the highest suspension.

- 22/23   Oct – 7   March – 5
- 23/24   Oct – 21 + 14   March – 11 +

Grade Level

- Over a 5 year period, 5th has the most suspension, followed by 4th grade.

Gender

- Female   15.8%
- Male   84.2%

Student Groups:

- Primary reason for suspension is caused, attempted to injured.

1. African American (45)   20.7%
2. Asian (86)   1.8%
3. Hispanic (412)   31%
4. Native American (7)   5.2%
5. Pacific Islander (6)   33.3%
6. Two/More Race(36)   13.8%
7. White (69)   29.3%
8. **SWD (61)**   **42.86%**
9. ELs (71)   0%

Primary Reason for Misbehavior:

- Defiance
- Disrespect
- Disruptive

Our English Learners is also a low performance student group in the area of Chronic Absenteeism.   A more in-depth root cause of analysis to determine key factors contributing to the disproportionality in attendance will be looked to for 24/25.

Home School Liaison can support connecting with parents and students regarding attendance to support student achievement and school connectedness.

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 (Intended actions for the current school year vs. Actual actions that occurred).

We did not have a CWA for the first quarter of the year and will not have a CWA for fourth quarter for Tier II intervention to support positive student behavior. Attendance has been the focus but not in depth as we would like it to be.

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 2024/25 SPSA.

For 24/25, our hope is to have a CWA right at the beginning of school to support Tier II intervention.   Regular attendance meetings with our parents and students to increase attendance rate.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

School Site Council Meetings are as follows:

11/16/2023 #1
- SSC Ballots and Elect Officers
- SSC Training

1/10/2024 #2
- Reviewed schoolwide iReady Data

1/31/2024 #3
- Reviewqed 23/24 site allocations Title I 3010, LCFF 7090, LCFF 7091, ESSER 7099
- Reviewed/Approved Safety Plan

3/12/2024 #4
- Reviewed ATSI Status for 23/24 and 24/25
- Reviewed PFEP
- Reviewed Parent Compact
- Reviewed Bylaws
- Reviewed Staff and ELAC 24/25 Budget/SPSA Feedback

3/21/2024 #5
- Agenda--Approve SPSA
- SSC approved 24/25 SPSA and budget allocations--2 CTs,

2 ELAC:

ELAC Meetings are as follows:

11/30/2023
- ELAC Training
- Nominations and Election of Officers--Parents elected to not have officers.
- English Learner School Site Demographics

2/14/2024
- English Learner Family Needs Survey
- English Learner School Site Demographics

3/7/2024
- Reviewed 2023/2024 Budget and Funding allocations
- Reviewed ATSI Status.
- ELAC Feedback on 24/25 Budget allocations and SPSA.
- Share out staff feedback for 24/25 Budget allocations and SPSA.

3/21/2024
- Reviewed 24/25 SPSA and Budget Allocations with ELAC Parents. ELAC approved SPSA and Budget allocations for 2024/2025--2 CTs, Social Worker, Math site license, Extra supervision for NTAs, Funds for teacher planning time/PL &

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Staff Feedback:

2/26/2024
- Typed and sent out staff 24/25 budget allocations and SPSA feedback to all staff via email

2/28/2024
- Staff Meeting to review and discuss 24/25 budget allocation feedback from staff.

3/12/2024
- Sent out via email to staff draft 24/25 budget allocations based on staff and ELAC feedback. Request for staff feedback for the draft allocations

3/21/2024
- Nuts and Bolts meeting with staff to review draft 24/25 draft budget allocations and SPSA and any new feedback given after draft allocation was sent out.
- Staff approved 24/25 SPSA and budget allocations--2 CTs, Social Worker, Math site license, Extra supervision for NTAs, Funds for teacher planning time/PL & Extracurricular, Subs for PL/IEPs, Copier Lease, Extended Library time for parents, and Instructional supplies.

Social Worker, Math site license, Extra supervision for NTAs, Funds for teacher planning time/PL & Extracurricular, Subs for PL/IEPs, Copier Lease, Extended Library time for parents, and Instructional supplies.

Extracurricular, Subs for PL/IEPs, Copier Lease, Extended Library time for parents, and Instructional supplies.

Action 1

Title: Student Engagement – Attendance

Action Details:

Student Engagement to increase attendance rate:

The TST (SEL/Behavior Tier Support Team) and Climate and Culture Teams will collaborate with different stakeholders to provide multiple opportunities for students to interact/engage in activities that builds and enhances the following qualities to foster a positive learning environment to increase attendance rate. a) Connections among students and between students and teachers. b) Set a tone for respectful and engaged learning in a climate of trust. c) Merge academic, social, and emotional learning, and d) Motivate students by addressing the human need to feel a sense of significance and belonging. Climate and Culture Team will collaborate with Attendance Clerk, Office Manager, Teachers, TST Team (CWAS, Family Foundations, All 4 Youth, Classified support staff on supplemental contracts, etc...), and Administrators to reduce chronic absenteeism and improve the attendance rate through the following:

1. Design a school-wide incentive program to celebrate and increase attendance rate.

- Each month, names of students with perfect attendance rate will go into a drawing for prizes/receive treats/or other rewards.
- Each month, the classes with perfect attendance will be celebrated.
- Each month, the classes with 98% or higher will win 5 minutes extra recess
- Each quarter, names of students with perfect attendance will go into a drawing for prizes.
- Various clubs offered to students on a monthly basis to increase attendance

2. Parent and Student meetings with school personnel

- Principal/Vice Principal/CWAS/Home School Liaison/Office Staff, and/or other staff members will schedule meeting times with parents who are on Tier 2 to discuss strategies, support, and options to increase attendance rate.

3. Parent orientation /Back to School Night:

- Principal and teachers will present information on how important attendance is and it's impact on education.

4. Provide SEL and safety protocols to ensure all students feel safe social/emotionally and physically.

- Counseling from the different SEL providers available on site for social/emotional to increase attendance rates.
- Supplemental contract for Classified personnel to work with students who are exhibiting Level 1 and 2 behaviors as described in the FUSD Levels of Misbehavior continuum. Classified support staff will provide mentorship, academic support where appropriate, and progress monitor, as a proactive measurement to avoid Level 3 behaviors which may lead to suspension and decrease attendance rate (as funding allows).
- Peer Mediators will be implemented to support students with conflict/resolutions during lunch recess as a proactive/preventive measure from further disciplinary actions that may lead to suspension affecting attendance rate. Supplemental contracts will be provided to staff members for coordinating, monitoring, and training Peer Mediators. Supplemental instructional/safety supplies for the Peer Mediators and coordinator, as needed for the program.
- Anti-bully and Safety Assemblies as a preventive measurement to ensure all students are safe so attendance rate can increase. 1) Student Safety Assemblies 2x a year, Fall and Spring 2) Don't Laugh at Me Anti-Bully Assembly by Sunnyside High School 3) Random Kindness Act, and other schoolwide activities to engage student to create a sense of belonging. 4) WOW tickets are given for students who exhibit the Warrior's Promise and Warrior's Chant 5) Other vendors
- Tier II Intervention Specialist (CWAS) personnel and School Psychologist will work with students in the area of building self-confidence, engage with others with positive social skills, and progress monitor daily/weekly behaviors. CWAS / School Psychologist will work collaboratively with teachers and administrators to foster an environment that has a systematic structure process of what referrals look like, behavior modification strategies, and build criteria of success.
- Full Time Home School Liaison funded by LCFF will plan, coordinate, and meet with students and parents to increase attendance. HSL will also plan and coordinate school activities to increase attendance as well as do home visits.
- Positive behavior management with emphasis on three subgroups: African American, White, and Students with Disabilities . Positive behavior modification plan for students who are at risk/chronic misbehaviors to avoid disciplinary actions which may lead to decrease suspension and increase attendance rate.

- Site Targeted Support Team (TST) will meet on a regular basis to collaborate on student behaviors and allocated resources to meet the needs of the students referred.

- Site Climate and Culture Team (CCT) will meet on a regular basis to analyze data, plan, and coordinate activities to increase student and staff engagement.
- Home School Liaison will support with school to home connection activities.
- Incentives for schoolwide/classroom celebrations.

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:
TST (SEL/Behavior Tier Support Team) and Climate and Culture Teams meet monthly to analyze and collaborate the progress of each area–Attendance and Behavior. Teams will look at current structures and make changes as needed with input from staff. Progress monitor attendance rate monthly by utilizing attendance rate from ATLAS, with emphasis on student groups Students with Disabilities, African American, Asian, and Two or More Races. • Print Perfect Attendance monthly to celebrate students. • Monthly attendance meeting with parents • OM/Home Liaison meeting with parents and students with chronic absenteeism	• TST Team • Attendance Clerk/Office Assistants • OM • Climate and Culture Team • PLCs • Teachers • Home Liaison	• Monthly

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

Supplemental instructional supplies to support a school-wide positive learning environment for all students and staff to increase attendance.

- School-wide incentive for perfect attendance, most improved attendance rate.
- Classroom teachers calling home to students with chronic absences.
- Award assemblies Perfect Attendance recognition,
- Supplemental instructional supplies to improve attendance rate.
- Supplemental contract for classified personnel to focus on attendance (as funding allows)
- Classified support staff will provide mentorship and academic support as appropriate to designated students who exhibit Level 1 and 2 behaviors as described on the FUSD Levels of Misbehavior continuum (as funding allows). Incentives will be provided to celebrate student success/growth.
- CWAS will provide SEL/Social Skills support to students who exhibit Level 1, 2, or 3 behaviors as described on the FUSD Levels of Misbehavior continuum.
- Counseling from Family Foundations, All 4 Youth or other vendors will be provided to designated students who exhibit Level 2 and Level 3 behaviors as described on the FUSD Levels of Misbehavior continuum, have experienced trauma/hardship, or need Social Emotional support.
- Supplemental personnel contracts for coordinating, training, and supervising Peer Mediators. Supplemental materials as needed to support program.
- Student incentives such as prizes, pizza parties, school rallies or assemblies with vendor Karen Gaines (Funworks), etc.. to increase attendance and decrease misbehaviors.
- Student Motivational assembles: Funworks by Karen Gaines, The Positively Project, etc...
- Home School Liaison can support with school to home connections in various school activities.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

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

Based on the CA Data Dashboard, English Learners at Viking Elementary School are in Green. The percentage of our EL students making progress towards English proficiency is 52.6%. The number of students making progress has increased by 5.4%.

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

With Title I funds we plan to support English learner students by purchasing supplemental materials.

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

With 7090 or 7091 funds we plan to support English learner students by fund a CT to work with our EL students. Fund a .375 CT to support instruction, ELPAC data chat and ELPAC readiness workshops.

4. As a site: What are planned actions to support English learner students?

English Learners

Based on the CA Data Dashboard, English Learners at Viking Elementary School are in Green. The percentage of our EL students making progress towards English proficiency is 52.6%. The number of students making progress has increased by 5.4%.

All EL students will receive and have access to schoolwide comprehensive ELA program that aligns to the CCSS (Common Core State Standards) in addition to selected ELA instructional strategies based on the ELD Framework to integrate all core contents to increase reading levels for ALL EL students. So that, "Every child can and must learn at grade level and beyond" and "Move a minimum of a grade level per year", as monitored by the Cycle of Continuous Improvement structure every three weeks. The comprehensive ELA program consist of daily Tier I instruction that allows ALL students to access grade level core curriculum. Viking's comprehensive ELA program ensures that all EL students receive quality instruction in addition to the following:

Instruction:

- English Learner (EL) students will receive daily designated and integrated ELD that aligns to the students' English Language Proficiency Level, with emphasis and focus on integrating the English Language Development (ELD) ELA Framework through Specially Designed Academic Instruction for English (SDAIE) strategies on a daily basis.
- All teachers with EL students will utilize CA ELD Standards in tandem with the ELA CCSS and other content standards.
- Integration of meaning-making by incorporating Listening and Speaking Standards and Writing Standards to strengthen comprehension through academic discourse and note taking skills.
- Instructional Coach and TSA will provide support through professional learning of EL Strategies
- Supplemental contract for Common Core Planning to meet the needs of EL students.
- Sub release for instructional planning and side by side professional learning.

Extra support:

- EL students will also receive extra targeted instruction to support reading comprehension in small group intervention as needed.
- Small group interventions 4x a week for 30 minutes each day, for students who are academically at risk and scoring significantly below grade level on CAASPP, BAS and Fluency, Interim Assessments(iReady), and teacher/PLC created formative assessments.
- Supplemental ELA instructional supplies to support EL students as needed.
- English Language Proficiency Assessments for California (ELPAC) chats will be provided for all EL students and instructional support will be provided for students prior to assessment. Students who are

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 3 that the student group is identified in red according to the CA Dashboard).

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

With Title I funds we plan to support (Specific student group) by...

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

With 7090 or 7091 funds we plan to support (Specific student group) by...

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

Tier II CWAS / School Psychologist / Home Liaison will work specifically with Students with Disabilities, African American, Asian, Two or More Races, and identified students to support behavior modifications, as needed.

- Professional learning for site leaders and staff focused on TSI identified student group.
- Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).
  - School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
  - School site team and CF Pivot Team to learn together using an inclusive, improvement science model and identify next steps to accelerate progress.
- Home School Liaison can support connecting with parents and students regarding attendance to support student achievement and school connectedness.

ELD 1 and 2 will receive English Language Development support as needed to help with language acquisition.
- ELPAC assessors will support teachers in administering the annual ELPAC
- EL students will have priority for after school/before school academic support.
- ELPAC instructional focus groups for long-term English learners and at-risk English learners.
- Parent participation materials

Goal Setting:

- ELPAC chats will be provided for all EL students and instructional support will be provided for students prior to assessment.
- Teachers will identify and chart growth of EL students for each of the district interim assessments. Goal setting for all EL students.
- EL Data Chats based on individual student achievement to provide specific information and inform students of teacher commitments.
- Process for identifying EL students for RTI will be through various assessments: ELPAC, SBAC, Interim 1 and 2, BAS, and site CFAs.
- ELPAC instructional focus groups for long-term English learners and at-risk English learners.
- Translation support as needed.
- FEP Monitoring

Leaders and teachers will ensure there is a daily implementation and monitoring of integrated and designated ELD instruction for EL students.

Disaggregated data for EL students from the following assessments:

- Interim Assessments (iReady, IABs, FIABs, TK-KAIG, FSA)
- SBAC
- BAS and Fluency
- PLC created Common Formative Assessments
- ELPAC
- Writing samples scores based on PLC/Wonders writing rubric.
- FEP Monitoring
- English Learners PBI
- Student Assessment Report PBI

Supplemental contracts for Intervention Tutors to do small group RTI and extra support in reading comprehension strategies to support student success in literacy and English Language Development.

1. Supplemental contract as needed for RTI.
2. Supplemental contract for Common Core Planning to meet the needs of EL students.
3. Supplemental contract for ELPAC Assessors.
4. Supplemental instructional supplies to meet the needs of the students.
5. Provide small group instruction for students who are at the Intermediate, Early Advanced, and Advance, utilizing district EL support resources to help students prior to assessments.
6. Data chats Supplemental materials to support instruction, including technology with various vendors.
7. Sub release for instructional planning and side by side professional learning.
8. Parent participation materials

All EL students are included in the schoolwide structure. No students or student groups will be excluded.

Home School Liaison can support by calling parents of students who may need translation for the various parent events or attendance.

Action 2

Title: Student Engagement – Suspension Rates

Action Details:

Student Engagement to reduce suspension rate:

TST (SEL/Behavior Tier Support Team) and Climate and Culture Teams will collaborate with different stakeholders to provide multiple opportunities for students to interact/engage in activities that builds and enhances the following qualities to foster a positive learning environment in support of decreasing suspension: a) Connections among students and between students and teachers. b) Set a tone for respectful and engaged learning in a climate of trust. c) Merge academic, social, and emotional learning, and d) Motivate students by addressing the human need to feel a sense of significance and belonging. Teams will continually look at current structures and outcomes and make changes as needed with staff input.

1) Tier 1 Support—All classrooms will implement a culture of learning with high expectations to cultivate these qualities so that students have ownership in their learning through the following processes and curriculum:

- CHAMPS
- Class Meetings
- Second Steps
- Classroom Incentives
- School Wide Incentives
- Growth Mindset / Mindfullness Strategies
- Collaborative Conversations
- Warrior's Promise--Criteria for Success
- Warrior's Chant
- Daily Word of Wisdom
- Schoolwide Safety Structures
- Peer Mediators
- Mentorship
- Leadership Club
- Cultural proficiency materials
- Positivity Project

2) Tier Support Structure--TST (SEL/Behavior Tier Support Team) and Climate and Culture Teams meet twice a month to analyze and collaborate the progress of each area--Attendance and Behavior. From the meetings, student referrals will be matched to the appropriate services. All support structure will have a weekly/monthly/quarterly progress monitoring of student outcomes/results to assess the effectiveness of the strategies/tools utilized (Continuous Cycle of Improvement).

- Tier I Support (Proactive)—Mentorship /Social Skills development from site personnel / individual classroom support from district CCS. Mentorship will provide Tier 1 intervention to selected students (if funding permits). Classroom support from CWAS, Administration, CCT team, and district liaison from DEI. Supplemental contract for site Classified personnel to work with students on social skills to decrease suspension rate (if funding allows). Support staff will provide mentorship to students with needs in the areas social-emotional and academic areas (as needed).
- Tier I or II Support—CWAS personnel will work with students who have chronic misbehavior in the area of building self-confidence, engage with others with positive social skills, and progress monitor daily/weekly behaviors. CWAS will work collaboratively with teachers and administrators to foster an environment that has a systematic structure process of what referrals look like, behavior modification strategies, and build criteria of success. School Psychologist will support as needed.
- Tier III—Counseling from Family Foundations or All 4 Youth will be available for students (availability of space) for social/emotional to decrease suspension rates. School Psychologist will support Tier III.

3) Peer Mediators will be implemented to support students with conflict/resolutions during lunch recess. Supplemental contracts will be provided to staff members for coordinating, monitoring, and training Peer Mediators.

4) Provide radios and orange vests for teachers/NTAs/ Staff members who are on supervision—increase visibility of adults during supervision for the safety of the students.

5) Anti-bully and Safety Assemblies:

- Student Safety Assemblies 2x a year, Fall and Spring
- Don't Laugh at Me Anti-Bully Assembly by Sunnyside High School

- Random Kindness Act

7) Positive behavior management with emphasis on three subgroups: African American, White, and Students with Disabilities . Positive behavior modification plan for students who are at risk or have chronic misbehaviors.

8) Provide extra NTAs hours through supplemental contracts for direct supervision as a proactive measure to minimize misbehavior and ensure the safety of the students.

9) Implement a Multi-Tiered System of Support (MTSS) to improve student behavior.

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:
Progress monitor student behaviors twice a month by utilizing the following reports, with emphasis on Students with Disabilities and African American Student Groups. - Print office referrals, suspension, and other infractions from ATLAS or Admin data tracker - Power BI--Student behavior reports	- SEL/Behavior Tier Support Team (TST) - Attendance Clerk - OM - Climate and Culture Team - PLCs - Teachers	- Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Progress monitor behavior data report from the following tools, with emphasis on Students with Disabilities and African American - # of SSTs for Behavior - Number of office referrals per quarter and the educational code for the office referrals. - ATLAS entries - Data from the different support social/emotional vendors: Family Foundations, All 4 Youth, Intervention Specialist (CWAS), etc...	- Intervention Specialists –CWAS - Teachers - SEL/Behavior Tier Support Team (TST), CWAS, All 4 Youth, Family Foundations, etc... - Climate and Culture Team	- Bi-monthly and as needed - Quarterly

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

Support for students:

- PreK-6th implementation of weekly Positivity Project, Class Meetings/Morning Circles and Second Step lessons.
- Tier 2 support--Social Skills and Mentorship by CWAS and Classified Support Staff (through supplemental contracts)
- Tier 3 support--Counseling by Social Worker and All 4 Youth
- Celebrate Character Counts through Student of the Month Award Ceremony
- Celebrate good citizenship through Quarter Award Ceremonies
- Schoolwide safe and civil procedure assemblies
- Intra-mural sports during morning and lunch recess --safety supplies, orange vests, radios, whistles, and sports equipments.
- Supplemental contracts for coordinating, training, and supervising Peer Mediators.--supplies as needed to support program
- Supplemental Contracts for site monthly trainings for NTAs on Character Counts initiative and Safe and Civil procedures.
- Supplemental contracts for 3 extra NTAs for intra-mural extra- curricular activities.
- Incentives for schoolwide good behaviors--examples: prizes, pizza parties, t-shirts, water bottles, yard signs, etc...

- Peer Mediators
- Leadership Clubs
- Supplemental contracts for after school clubs as funding allows
- Supplemental instructional supplies for extra curricular activities to promote positive behaviors and school connectedness
- Counseling, mentorship, and social skills development from various vendors and site classified staff members.
- Student Motivational assembles: Funworks by Karen Gaines, The Positively Project, etc...

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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

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

Based on the CA Data Dashboard, English Learners at Viking Elementary School are in Green. The percentage of our EL students making progress towards English proficiency is 52.6%. The number of students making progress has increased by 5.4%.

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

With Title I funds we plan to support English learner students by purchasing supplemental materials.

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

With 7090 or 7091 funds we plan to support English learner students by fund a CT to work with our EL students. Fund a .375 CT to support instruction, ELPAC data chat and ELPAC readiness workshops.

4. As a site: What are planned actions to support English learner students?

English Learners

Based on the CA Data Dashboard, English Learners at Viking Elementary School are in Green. The percentage of our EL students making progress towards English proficiency is 52.6%. The number of students making progress has increased by 5.4%.

All EL students will receive and have access to schoolwide comprehensive ELA program that aligns to the CCSS (Common Core State Standards) in addition to selected ELA instructional strategies based on the ELD Framework to integrate all core contents to increase reading levels for ALL EL students. So that, "Every child can and must learn at grade level and beyond" and "Move a minimum of a grade level per year", as monitored by the Cycle of Continuous Improvement structure every three weeks. The comprehensive ELA program consist of daily Tier I instruction that allows ALL students to access grade level core curriculum. Viking's comprehensive ELA program ensures that all EL students receive quality instruction in addition to the following:

Instruction:

- English Learner (EL) students will receive daily designated and integrated ELD that aligns to the students' English Language Proficiency Level, with emphasis and focus on integrating the English Language Development (ELD) ELA Framework through Specially Designed Academic Instruction for English (SDAIE) strategies on a daily basis.
- All teachers with EL students will utilize CA ELD Standards in tandem with the ELA CCSS and other content standards.
- Integration of meaning-making by incorporating Listening and Speaking Standards and Writing Standards to strengthen comprehension through academic discourse and note taking skills.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 3 that the student group is identified in red according to the CA Dashboard).

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

With Title I funds we plan to support (Specific student group) by...

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

With 7090 or 7091 funds we plan to support (Specific student group) by...

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

Tier II Intervention Specialist (CWAS) / School Psychologist will work specifically with Students with Disabilities, and African American, and identified students to support behavior modifications, as needed. In addition, Orange Performance student groups Asian and ELs will receive support as a proactive measure.

- Professional learning for site leaders and teachers focused on TSI identified student group.
- Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).
  - School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
  - School site team and CF Pivot Team to learn together using an inclusive, improvement science model and identify next steps to accelerate progress.
- Home School Liaison can support by calling parents of students who need extra help in behavior management and school connectedness.

- Instructional Coach and TSA will provide support through professional learning of EL Strategies
- Supplemental contract for Common Core Planning to meet the needs of EL students.
- Sub release for instructional planning and side by side professional learning.

Extra support:

- EL students will also receive extra targeted instruction to support reading comprehension in small group intervention as needed.
- Small group interventions 4x a week for 30 minutes each day, for students who are academically at risk and scoring significantly below grade level on CAASPP, BAS and Fluency, Interim Assessments (iReady), and teacher/PLC created formative assessments.
- Supplemental ELA instructional supplies to support EL students as needed.
- English Language Proficiency Assessments for California (ELPAC) chats will be provided for all EL students and instructional support will be provided for students prior to assessment. Students who are ELD 1 and 2 will receive English Language Development support as needed to help with language acquisition.
- ELPAC assessors will support teachers in administering the annual ELPAC
- EL students will have priority for after school/before school academic support.
- ELPAC instructional focus groups for long-term English learners and at-risk English learners.
- Parent participation materials

Goal Setting:

- ELPAC chats will be provided for all EL students and instructional support will be provided for students prior to assessment.
- Teachers will identify and chart growth of EL students for each of the district interim assessments. Goal setting for all EL students.
- EL Data Chats based on individual student achievement to provide specific information and inform students of teacher commitments.
- Process for identifying EL students for RTI will be through various assessments: ELPAC, SBAC, Interim 1 and 2, BAS, and site CFAs.
- ELPAC instructional focus groups for long-term English learners and at-risk English learners.
- Translation support as needed.
- FEP Monitoring

Leaders and teachers will ensure there is a daily implementation and monitoring of integrated and designated ELD instruction for EL students.

Disaggregated data for EL students from the following assessments:

- Interim Assessments (iReady, IABs, FIABs, TK-KAIG, FSA)
- SBAC
- BAS and Fluency
- PLC created Common Formative Assessments
- ELPAC
- Writing samples scores based on PLC/Wonders writing rubric.
- FEP Monitoring
- English Learners PBI
- Student Assessment Report PBI

Supplemental contracts for Intervention Tutors to do small group RTI and extra support in reading comprehension strategies to support student success in literacy and English Language Development.

1. Supplemental contract as needed for RTI.
2. Supplemental contract for Common Core Planning to meet the needs of EL students.
3. Supplemental contract for ELPAC Assessors.
4. Supplemental instructional supplies to meet the needs of the students.
5. Provide small group instruction for students who are at the Intermediate, Early Advanced, and Advance, utilizing district EL support resources to help students prior to assessments.
6. Data chats Supplemental materials to support instruction, including technology with various vendors.
7. Sub release for instructional planning and side by side professional learning.
8. Parent participation materials

All EL students are included in the schoolwide structure. No students or student groups are excluded.

Home School Liaison can support by calling parents of students who may need translation regarding behavioral strategies and parent/teacher/admin meetings.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0465 Viking Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A2	Sup & Conc	Other Pupil Services	Oth Cls-Supp			Extra supervision to support climate and culture safety	52,520.00

$52,520.00

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	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✔	90 %	80.4 %	2023-2024	90 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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 Survey based Panomara:

Organizational Domain:

- Fall 23/24   80% Favorably
- Spring 23/24   86% + 6% Favorably

1. 95%, up by 15% from Fall 23/24 — "The school prepares me to meet my students' needs".
2. 84%, up by 13% from Fall 23/24 — "I feel valued at this school".
3. 86%, up by 5% from Fall 23/24 -- "I enjoyed being at this school".
4. 87% -- "This school embraces values, and understand races, ethnicities, and cultures.
5. 94%, up by 9% from Fall 23/24 -- " I see the connection between my role and the district's mission and vision for our students".
6. 86%, down by 8% from Fall 23/24 --" Adults at this school models the social emotional we expect from students".
7. 86%, up by 6% from Fall 23/24 -- "We have a culture that provides staff with the following: Feedback to improve and grow".
8. 76%, up by 2% from Fall 23/24 -- "We have a culture that provides staff with the following: Recognition for the work we do".
9. 94%, up by 20% from Fall 23/24 -- "We have a culture that provides staff with the following: Opportunities to be involved in planning and decision making".

Staff are given opportunities throughout the year to coordinate different activities/clubs for students at a supplemental rate of compensation.

- Art Club
- Pokeman Club
- Sports Club

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 group with low performance as relates to this goal is our Students with Disability. Factors which may have contributed to lower performance are as follows. Chronic Absenteeism and Low Reading and Math Proficiency. The students are serviced by the 1.5 FTE (RSP Teachers) and three .375 FTE Paraprofessionals.

Our students with disabilities continues to be an area of focus for us. Based on Power BI, 59 students are currently enrolled.

1. Chronic Absenteeism:

- 25/59 students are categorized as Chronic/Severely Chronic Absenteeism (42.37%)
- Schoolwide Chronic/Severely Chronic Absenteeism (33.83%)

2. Low Reading Proficiency

- Students are entering school/grade with 2 or more years below in reading and math.

3. Student Groups:

- 2 African American
- 6 Asian
- 33 Hispanics
- 1 Native Americans
- 2 Pacific Islander
- 5 Two or More Race
- 8 White
- 6 classified as English Learners
- 2 students are classified as Homeless Youth

Home School Liaison can support connecting with parents and students regarding attendance to support student achievement and school connectedness.

- Minecraft Club
- Homework Club
- Math/ELA Tutoring
- Staff celebrations throughout the year--staff luncheons
- etc...

Instructional Leadership Team:

- Meets 2x a month to review academic growth and next steps for professional learning.

Climate and Culture Team:

- Meets once a month to plan and implement schoolwide activities to promote school connectedness and a positive climate an culture for all staff and students.
- Schoolwide Activities--Staff vs. Students sports, Staff vs. students activities, etc...
- Quarterly internal (site) staff survey provided by Admin for all staff members to give feedback regarding how Admin can best support them and the school.

Targeted Support Team:

- Meets 2x a month to review student concerns and find resources to support students.

PLCs:

- Meets every other week to plan core instruction and RtI.

Staff Celebrations:

- Quarterly staff luncheon to celebrate and appreciate staff.

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 (Intended actions for the current school year vs. Actual actions that occurred).

There were no major differences with the intended and actual implementation of actions and budget expenditures to meet this goal. Staff are given quarterly survey on how/what Admin can improve on supporting staff and students. This is an internal staff survey. Survey will continue to be given for feedback.

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 2024/25 SPSA.

There will be no major changes in 24/25. We will continue to have staff survey 4x a year on how in regards to how Admin is supporting the staff and students.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

School Site Council Meetings are as follows:

11/16/2023 #1
- SSC Ballots and Elect Officers
- SSC Training

1/10/2024 #2
- Reviewed schoolwide iReady Data

1/31/2024 #3
- Reviewqed 23/24 site allocations Title I 3010, LCFF 7090, LCFF 7091, ESSER 7099
- Reviewed/Approved Safety Plan

3/12/2024 #4
- Reviewed ATSI Status for 23/24 and 24/25
- Reviewed PFEP
- Reviewed Parent Compact
- Reviewed Bylaws
- Reviewed Staff and ELAC 24/25 Budget/SPSA Feedback

3/21/2024 #5
- Agenda--Approve SPSA
- SSC approved 24/25 SPSA and budget allocations--2 CTs, Social Worker, Math site license, Extra supervision for NTAs, Funds for teacher planning time/PL & Extracurricular, Subs for PL/IEPs, Copier Lease, Extended Library time for parents, and Instructional supplies.

2 ELAC:

ELAC Meetings are as follows:

11/30/2023
- ELAC Training
- Nominations and Election of Officers--Parents elected to not have officers.
- English Learner School Site Demographics

2/14/2024
- English Learner Family Needs Survey
- English Learner School Site Demographics

3/7/2024
- Reviewed 2023/2024 Budget and Funding allocations
- Reviewed ATSI Status.
- ELAC Feedback on 24/25 Budget allocations and SPSA.
- Share out staff feedback for 24/25 Budget allocations and SPSA.

3/21/2024
- Reviewed 24/25 SPSA and Budget Allocations with ELAC Parents. ELAC approved SPSA and Budget allocations for 2024/2025--2 CTs, Social Worker, Math site license, Extra supervision for NTAs, Funds for teacher planning time/PL & Extracurricular, Subs for PL/IEPs, Copier Lease, Extended Library time for parents, and Instructional supplies.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Staff Feedback:

2/26/2024
- Typed and sent out staff 24/25 budget allocations and SPSA feedback to all staff via email

2/28/2024
- Staff Meeting to review and discuss 24/25 budget allocation feedback from staff.

3/12/2024
- Sent out via email to staff draft 24/25 budget allocations based on staff and ELAC feedback. Request for staff feedback for the draft allocations

3/21/2024
- Nuts and Bolts meeting with staff to review draft 24/25 draft budget allocations and SPSA and any new feedback given after draft allocation was sent out.
- Staff approved 24/25 SPSA and budget allocations--2 CTs, Social Worker, Math site license, Extra supervision for NTAs, Funds for teacher planning time/PL & Extracurricular, Subs for PL/IEPs, Copier Lease, Extended Library time for parents, and Instructional supplies.

Action 1

Title: Recruitment and retention of staff

Action Details:

Viking is committed to create a safe and inclusive environment/climate that promotes relationships, collaboration, diversity, and values that will increase recruitment and retention of staff. Site Climate and Culture Team will collaborate with all staff members and administrators to create a working environment which include all stakeholders in the decision making towards schoolwide over-arching goals.

Viking Demographics: Annual Average enrollment 721--Based on 2023-2024 enrollment in ATLAS on 3/22/2024

Student Groups based CA Data Dashboard

- 91.4% of the student population is Socioeconomically Disadvantaged.
- .8% of the student population is Homeless
- 1.4% of the student population is Foster Youth

- 9.7% of the student population is Students with Disabilities
- 8.8% of the student population is English Learners

Race/Ethnicity

- 0.4% of the student population is Filipino
- .7% of the student population is American Indian
- 7.2% of the student population is African American
- 13.8% of the student population is White
- 62.4% of the student population is Hispanic
- 4.4% of the student population is Two or More Races
- 10.8% of the student population is Asian
- .4% of the student population is Pacific Islander

Composition of Viking certificated/classified staff and students:

- 64 staff permanent staff members— a) 14 male staff members   b) 50 female staff members
- 721 students enrolled based on ATLAS a) 50% are female students (361)   b) 49% are male students (359)(based on ATLAS)

1. Viking has a schoolwide comprehensive ELA and Math program that aligns to the CCSS (Common Core State Standards) for ALL students. All credential teachers are required to create opportunities in the following for all student groups:

- A culture of learning with high expectations in all classrooms.
- Challenge Content present in all classrooms--utilizing high quality texts to employ questions and tasks to integrate reading, writing, speaking and listening standards.
- Frequent monitoring of student progress (CCI), utilizing data and student work samples to calibrate and set criteria for success.
- Provide a Multi-Tiered System of Support (MTSS) approach to literacy.
- Professional Learning in Cultural Proficiency
- Apply all CSTPS when delivering instruction in the classrooms

 2. Support for staff members as needed to implement a comprehensive ELA and Math program and create a culture of learning with high expectations in all classrooms. Professional Learnings to retain and recruit certificated and classified personnel.

- SEL—1) Staff are provided professional learning at the beginning of the school year by site/district personnel on "How to create a positive learning environment for all students" and build SEL proficiency in adults. 2) Provide teachers with strategies on supporting students who have chronic absences. 3) Social/Emotional Training for staff and Safe and Civil monthly training for NTAs. 4) Trauma training by various agencies for staff in understanding how to work with students with trauma by All 4 Youth 5) Provide professional learning based on needs with student behavior by CCT Liaison 6) Continue PL around MTSS: a) Common Understanding of MTSS Framework b) Improve Tier Classroom and school-wide Climate and Culture practices c) Calibrate and refine current teaming structures. Professional learning will be deepen around year 4 MTSS. 7) One on one coaching for individual teacher as needed by Climate and Culture Specialists 8) EPA Counseling information will be provided for staff, as needed.
- Academics—1) Classified support during computer lab time for primary grades, to support computer literacy as stated in the FUSD Technology Standards. Computer lab instruction focuses on keyboarding and computer literacy, to support success on Interim Assessments, CFAs, and CAASPP. In addition to technology instruction, supplemental contract will support maintenance of the tablets for daily student use. 2) Supplemental contracts for planning and implementing align instruction to CSSS proficiency.   3) Supplemental contract for various professional learning. 4) Substitutes Release----Teacher sub release to plan for instruction; Sub release for cultural proficiency training ; Sub release or supplemental contracts for planning, implementing, or side by side learning observations. 5) Weekly staff meeting and PLC meeting--professional learning. 6) One on one teacher/admin meeting for academic data analysis and goal setting   7) One on one support from Induction Coach for new teachers. 8) District content coaches available to teachers throughout the year. 9) Provide at the beginning of the year and throughout the year academic professional learning in ELA, Math, and Writing. 9) Instructional supplies are provided for all classrooms and all staff in support of student achievement.

3. Shared Decision Making:

- Academic----Bi-weekly/Monthly Instructional Leadership Team Meeting; End of year planning with schoolwide data analysis and create opportunities for schoolwide professional learning and schoolwide initiatives; Hoover Region Lead Teacher Meeting; Admin/ILT/district personnel to provide PL for other staff members.
- CCT---Twice a month Climate and Culture Team meeting to analysis SEL data and create opportunities to address and create a positive learning environment for all staff and students.
- TST--Twice a month TST meeting to address referred students and support services.
- Weekly staff meeting and PLC meetings to address academics and SEL areas.
- Designated School voting process
- SSC

- PLCs and other staff members are involved in the site hiring process

3. Cultural Proficiency Training:

- Continue to deliver cultural proficiency training to all staff
- Celebrate the different cultures on campus
- Involve various community agencies to expand cultural proficiency and knowledge for students and staff
- Supplemental contracts or sub release for staff members to coordinate and celebrate multi-cultural events.
- Supplemental instruction supplies as needed.

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

Data which will specifically be utilized to progress monitor will be the following:

1. Number of cultural proficiency trainings for staff members

2. Number of multi-culture extra curricular activities offered for students, staff, and community.

3. Agenda items and number of ILT, CCT, Staff meetings, and PLCs that reflect professional learning opportunities for staff to create an environment that cultivates a sense of belonging and "life long learners".

4. Yearly staff survey from Panaroma Education Survey.

5. Quarterly internal (site) staff survey on how Admin are supporting staff and students. Data are shared with CCT, TST, ILT, and whole staff. Admin analysis data and reflect on improving areas of growth and sustain areas of strength.

Owner(s):

- Professional Learning Communities
- Staff Meetings Agendas
- Parent Meetings Agendas
- ILT Agendas
- Administrators
- Individual Teachers Professional Learning

Timeline:

Monthly/Quarterly/Yearl based on the activities

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

Student Academics: ELA Professional Training:

- Over 90% of Viking teachers and paraprofessionals have been trained in Orton-Gillingham. CTs, and optional for 4th-6th as needed for new staff members (if funding permits). Supplemental supplies needed to support implementation.
- 100% of certificated staff have been trained how to use Write Tools strategies to teach student writing--2 years of Training.
- MLD Support/Training for grades 2nd-6th by site Academic Coach with district support. Supplemental supplies needed to support implementation provided.
- Supplemental instructional supplies to support student academics in the classrooms.
- Supplemental instructional supplies to support professional learning opportunities for parents regarding academic strategies they can utilize to help their students.
- Professional learning opportunities for staff members through various venues --sub release as needed.
- Supplemental contracts for staff members planning and providing professional learning opportunities in the four domains of the DEI Framework: Cultural Proficiency, Culturally Proficient Practices, Multi-Cultural Awareness and Experiences, and Social Action.
- Translators are provided to support parents who speaks a language other than English
- Supplemental materials for the various parent meetings--books, flier, stamps for communications, etc...
- Supplemental contract and supplemental instructional materials will be provided for library tech to extend library hours for students and parents use, once a week at night from 5:00 pm -6:00 pm, to encourage family literacy.
- Sub release for Instructional planning utilizing the IPG, Regional Plan, State Standards and instructional supplies to support planning and instruction.
- Staff recognition--incentives, staff luncheon, etc...

Student Centered and Real-World Learning:

- Supplemental Instructional Supplies that relates to real-world learning
- Professional development for staff leading the student extra-curricular activities--sub release as needed
- Supplemental contracts for school personnel coordinating, leading, training, and supervising the student extra-curricular activities. Supplemental supplies needed to support implementation.

Student Engagement:

- School-wide incentive for perfect attendance, most improved attendance rate--Supplemental instructional supplies to improve attendance rate.
- Award assemblies Perfect Attendance recognition instructional supplies
- Mentorship supplemental instructional supplies and supplemental contracts
- Counseling instructional Supplies
- Supplemental contract for staff personnel to focus on attendance, mentorship, etc...to provide social skills, character builidng, etc...
- Supplemental contracts for staff personnel in coordinating a leading the intra-mural sports during morning and lunch recess
- Student incentives--prizes, pizzas, t-shirts, water bottles, etc...

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

English Learners will receive Viking comprehensive ELA program, in addition to the following:

- English Learner (EL) students will receive the same instruction in the classrooms, with emphasis and focus on integrating the English Language Development (ELD) ELA Framework through Specially Designed Academic Instruction for English (SDAIE) strategies on a daily basis.
- EL students will also receive extra targeted instruction to support reading comprehension in small group intervention as needed.
- Supplemental ELA instructional supplies to support EL students as needed.
- English Language Proficiency Assessments for California (ELPAC) chats will be provided for all EL students and instructional support will be provided for students prior to assessment. Students who are ELD 1 and 2 will receive English Language Development support as needed to help with language acquisition.
- ELPAC assessors will support teachers in administering the annual ELPAC
- EL students will have priority for after school/before school academic support.
- Teachers will identify and chart growth of EL students for each of the district interim assessments.
- Process for identifying EL students for RTI will be through various assessments: ELPAC, SBAC, Interim 1 and 2, BAS, and site CFAs.
- Push in or pull out structures will be utilized for extra tutoring
- After School Tutoring

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Students with Disabilities students will receive all services as GE students. In addition to the following:

- Flexible small group setting instruction provided by resource specialists for Students with Disabilities.
- Administrators and RSP Teachers will collaborate with RIM for additional support.
- PLC and RSP Teachers co-planning to support students within the structure of push in and pull out.
- Reading software program such as i-Ready, Moby Max, and other program software can be made available to diagnosis and plan targeted reading instruction, along with core curriculum and supplemental materials for both student groups.
- Along with classroom teachers, Resource Specialist will progress monitoring student learning throughout the year for our Students with Disabilities.
- After School/during day tutoring (as needed and funding allows).
- Home School Liaison can support connecting with parents and students regarding attendance to support student achievement and school connectedness.

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	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✔	90 %	88.1 %	2023-2024	90 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

Fall Climate and Culture Family Survey 2023-2024, in comparison to Spring 2023.

Here are the results from the survey based Panorama Education (214 Responses) Panorama Data as of 3/23/2024:

Family Engagement Domain:

Fall 23/24   88.1%

Spring 23/24   91%   +3%

FUSD average Family Engagement is at 92%. Viking did not meet district's average.

1. 95%, increased by +2% -- "Adults at my child's school treats me with kindness and respect".

2. 90%, increased by +1% -- " I Have opportunities to provide input at my child's school".

3. 85%, increased 4% -- " I feel like I am a partner in making decisions at my child's school".

4. 93% -- " I feel like I am part of my child's learning journey at their school".

5. 91% -- " My child's school provides meaningful family engagement opportunities and encourages participation".

6. 90% -- " My child's school frequently updates me about my child's progress in class".

Domains:

1. Organizational Environment: 94%, no change from Fall to Spring 23/24.

2. School Environment: 94%, increased by +3% from Fall to Spring 23/24.

3. Academic and Social Emotional Learning: 89%, no change from Fall to Spring 23/24.

4. Student Engagement: 87%, decreased by 3% from Fall to Spring 23/24.

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

All students are encouraged to participate in all student engagements.

Student group with low performance as relates to this goal is our Students with Disability. Factor which may have contributed to lower engagement is Chronic Absenteeism. The students are serviced by the 1.5 FTE (RSP Teachers) and three .375 FTE Paraprofessionals.

Our students with disabilities continues to be an area of focus for us. Based on Power BI, 59 students are currently enrolled.

1. Chronic Absenteeism:

- 25/59 students are categorized as Chronic/Severely Chronic Absenteeism (42.37%)
- Schoolwide Chronic/Severely Chronic Absenteeism (33.83%)
- Our HSL will continue to work with students and families to encourage and support them with attendance.

2. Low Reading Proficiency

- Students are entering school/grade with 2 or more years below in reading and math.

3. Student Groups:

- 2 African American
- 6 Asian
- 33 Hispanics
- 1 Native Americans
- 2 Pacific Islander
- 5 Two or More Race
- 8 White
- 6 classified as English Learners
- 2 students are classified as Homeless Youth

Home School Liaison can support connecting with parents and students regarding attendance and joining

5. Student Wellness: 85%, increased by +2% from Fall to Spring 23/24.

6. Student-centered and Real-World Experiences: 84%, no change from Fall to Spring 23/24.

extra curriculum to support student achievement and school connectedness.

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 (Intended actions for the current school year vs. Actual actions that occurred).

There were no major differences. However, we did add more parent engagements this year from last year. For example: Donuts with Parents during Christmas, Family Movie Night, and Family Dance.

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 2024/25 SPSA.

There will not be major changes for next year. We will continue to add family events for our community.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

School Site Council Meetings are as follows:

11/16/2023 #1
- SSC Ballots and Elect Officers
- SSC Training

1/10/2024 #2
- Reviewed schoolwide iReady Data

1/31/2024 #3
- Reviewqed 23/24 site allocations Title I 3010, LCFF 7090, LCFF 7091, ESSER 7099
- Reviewed/Approved Safety Plan

3/12/2024 #4
- Reviewed ATSI Status for 23/24 and 24/25
- Reviewed PFEP
- Reviewed Parent Compact
- Reviewed Bylaws

2 ELAC:

ELAC Meetings are as follows:

11/30/2023
- ELAC Training
- Nominations and Election of Officers--Parents elected to not have officers.
- English Learner School Site Demographics

2/14/2024
- English Learner Family Needs Survey
- English Learner School Site Demographics

3/7/2024
- Reviewed 2023/2024 Budget and Funding allocations
- Reviewed ATSI Status.
- ELAC Feedback on 24/25 Budget allocations and SPSA.
- Share out staff feedback for 24/25 Budget allocations and SPSA.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Staff Feedback:

2/26/2024
- Typed and sent out staff 24/25 budget allocations and SPSA feedback to all staff via email

2/28/2024
- Staff Meeting to review and discuss 24/25 budget allocation feedback from staff.

3/12/2024
- Sent out via email to staff draft 24/25 budget allocations based on staff and ELAC feedback. Request for staff feedback for the draft allocations

3/21/2024
- Nuts and Bolts meeting with staff to review draft 24/25 draft budget allocations and SPSA and any new feedback given after draft allocation was sent out.

- Reviewed Staff and ELAC 24/25 Budget/SPSA Feedback

3/21/2024 #5

- Agenda--Approve SPSA
- SSC approved 24/25 SPSA and budget allocations--2 CTs, Social Worker, Math site license, Extra supervision for NTAs, Funds for teacher planning time/PL & Extracurricular, Subs for PL/IEPs, Copier Lease, Extended Library time for parents, and Instructional supplies.

3/21/2024

- Reviewed 24/25 SPSA and Budget Allocations with ELAC Parents. ELAC approved SPSA and Budget allocations for 2024/2025--2 CTs, Social Worker, Math site license, Extra supervision for NTAs, Funds for teacher planning time/PL & Extracurricular, Subs for PL/IEPs, Copier Lease, Extended Library time for parents, and Instructional supplies.

- Staff approved 24/25 SPSA and budget allocations--2 CTs, Social Worker, Math site license, Extra supervision for NTAs, Funds for teacher planning time/PL & Extracurricular, Subs for PL/IEPs, Copier Lease, Extended Library time for parents, and Instructional supplies.

Action 1

Title: Family Engagement

Action Details:

Creating an inclusive, trusting, and welcoming environment for our student family members are foundational, important, and priority at Viking. All staff members, including Administrators will create opportunities for families to engage in their students' education through the following actions:

1. Design a school-wide incentive program to celebrate students-- increase parent participation rate.

- Quarter Awards Celebrations
- Students of the Month Celebrations
- Block V Award Celebrations
- Math Champions Celebrations
- Reading Challenge Celebrations.
- Monthly Perfect Attendance Celebrations
- Parent Volunteer Dinner Celebration--Recognize our parent volunteers for their contribution to our school
- Young Author's Night
- Donuts with Parents
- Family Movie Night
- Family Dance
- Family Literacy Night

2. Communications from school to home through the different venues:

- Class DoJo
- Parent Square are sent home to encourage a positive learning environment and provide information
- Marque Messages
- Facebook Page
- Viking Website
- Weekly/Monthly Classroom Newsletter
- School-wide and classroom notes go home to inform parents of the school rules for specific events, to ensure the safety of all students and staff.
- Viking and district handbooks are sent home for parents, in the language preferred.
- Progress reports/Report cards
- Phone calls
- Notes or Memos from staff members
- Parent Portal
- SSTs, Parent/Teacher conferences ELAC, SSC, Quarter Awards, Block V, Volunteer Dinner Recognition

- Parent Workshops
- Schoolwide student performances

3. Opportunities for parents and school face to face interactions to increase parent involvement for academic growth:

- Parent Orientations for PreK, TK, and Kinder at the beginning of the school year to promote academic growth.
- Back to School Night
- Parent Teacher Conferences-- as needed for academic and student SEL.
- Set a respectful tone throughout school environment to engage in a climate of trust.
- Motivate students by addressing the human need to feel a sense of significance and belonging for all students and their families.
- Back to School Night: a) Review school wide expectations with parents in cafeteria by principal   b) Individual teachers review classroom expectations in classrooms.
- Title I Parent Meetings—Explain the actions for Parent Involvement (required by Title I).
- Counseling from Social Worker and All 4 Youths will be available for students and families as applicable--connecting the students and families.
- SST—Student Success Team
- IEP—Individualized Educational Plan
- ELAC—English Learner Advisory Council
- DELAC—District English Learner Advisory Council
- School Site Council
- Extend library hours for students and parents use, once a week at night from 5:00 pm -6:00 pm, to encourage family literacy.
- Parent Workshops
- Young Author's Night
- Home School Liaison Monthly Family Engagement

4. Parent professional learning opportunities:

- Parents are encouraged to participate in the Parent University classes offered to parents regarding the educational system.
- Reading, Math, Science, etc...parent workshops
- Home School Liaison Monthly Family Engagement Workshop
- Site parent workshops

5. Provide opportunities for parents to see their students showcase their talents:

- Fall/Spring Young Authors' Night—Students show case their writings
- Winter/Spring Performances
- Music Performances
- Winter/Spring Talent Shows
- Viking Choir
- Peer Mediators Recognition
- Club Participation Recognition
- Block V Awards
- Quarter Awards
- Students of the Month

6. SEL support for students and families:

- Supplemental contracts for Classified personnel to work with Tier 2 students on social skills and engage families in the process by providing them strategies to use at home (as funding allows)
- Positive behavior management with emphasis on two subgroups: African American and Students with Disabilities . Positive behavior modification plan for students who are at risk/chronic misbehaviors by involving families.
- MTSS and Climate and Culture Teams meet monthly to analyze and collaborate the progress of each area—Attendance and Behavior. Team will look at current structures and make changes as needed with input from staff. Families will be part of the collaborative process.
- Tier II IS and school psychologist personnel will work with students who have chronic misbehavior in the area of building self-confidence, engage with others with positive social skills, and progress monitor daily/weekly behaviors. IS will work collaboratively with teachers, administrators, and families to foster an environment that has a systematic structure process of what referrals look like, behavior modification strategies, and build criteria of success.

- Provide monthly meetings to support students and families on chronic absenteeism with home liaison.
- Social Worker to provide strategies for parents in working with their student's social/emotional needs.

7) Professional learning for staff members to increase a positive school climate and culture for our students and their families:

- Given at the beginning of the school year during staff meeting on "How to create a positive learning environment for all students" by site district office as applicable throughout the year.
- Professional learning are provided throughout the year by district or site Climate and Culture Team on how to engage families in their student's education.

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:
Progress Monitoring will take place on a monthly/quarterly basis base on the activities or opportunities provided for students and families. The data which will specifically be utilized are: - Attendance Report - Agenda items and number of parents meetings that provides learning opportunities for parent engagement. - Behavior Report from Intervention Specialist - Referrals from Counseling - Number of students being recognized for academic achievements - Number of students participation in various activities - Number of parent participation for various meetings, professional learning, and attendance of parent events, parent/teacher conferences, etc..	- MTSS Team - Attendance Clerk - OM - Climate and Culture Team - PLCs - Teachers - Administrators - Club Sponsors - Home School Llaison	- Monthly/Quarterly

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

Student Academics

- Supplemental instructional supplies to support student academics in the classrooms
- Supplemental instructional supplies to support professional learning opportunities for parents regarding academic strategies they can utilize to help their students
- Professional opportunities for parents through various venues
- Supplemental contracts for staff members providing professional learning opportunities for our parents
- Translators are provided to support parents who speaks a language other than English
- Supplemental materials for the various parent meetings—books, flier, stamps for communications, etc...
- Supplemental contract and supplemental instructional materials will be provided for library tech to extend library hours for students and parents use, once a week on Thursday night from 5:00 pm -6:00 pm, to encourage family literacy.
- Stamps for parent communication regarding student progress.

Student Centered and Real-World Learning:

- Supplemental Instructional Supplies that relates to real-world learning
- Professional development for staff leading the student extra-curricular activities--sub release as needed
- Supplemental contracts for school personnel coordinating, leading, training, and supervising the student extra-curricular activities.

Student Engagement:

- School-wide incentive for perfect attendance, most improved attendance rate--Supplemental instructional supplies to improve attendance rate.
- Award assemblies Perfect Attendance recognition instructional supplies

- Mentorship supplemental instructional Supplies or supplemental contracts
- Counseling instructional Supplies
- Supplemental contract for staff personnel to focus on attendance, mentorship, etc...to provide social skills, character building, etc...
- Supplemental contracts for staff personnel in coordinating a leading the intra-mural sports during morning and lunch recess
- Supplemental time for babysitting and translation

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All EL students are included in the schoolwide structure. Addittional opportunities are as follows:

1. ELAC meetings

2. Parent Workshops specifically towards EL support

3. Supplemental instructional supplies support EL Parents and students

4. After School/during the school day tutoring (as needed and funding allows).

5. Incentives to celebrate EL students who met all criteria for Re-designation.

6. Home School Liaison can support by connecting school to home through phone calls or various activities.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

All services and opportunities will be provided for ALL students:

- Professional learning for site leaders and teachers focused on supporting the needs of low performing students.
- Site collaboration with RIM for additional support.
- Parent workshops opportunities to support parents.
- Home School Liaison can support by connecting school to home through phone calls or various activities.
- Parent/Teacher/Admin conferences as needed.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0465 Viking 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	Mat & Supp			: Material and supplies for family engagement. **No food or incentives**	222.00
G5A1	Title 1 Basic	Parent Participation	Direct-Graph			Graphic for parent handbook and parent supplies	2,000.00
G5A1	Title 1 Basic	Parent Participation	Communicatio			Stamps for parent communications	150.00
G5A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Sup			Extend Library Hours for Parent/Computer Suppt 1 day per week	6,567.00

$8,939.00

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0465 Viking Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Teacher supplemental contracts for extra-curricular, RTI, PL. **No IEPs**	15,406.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3750		46,572.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.1250	RtI Small Group Reading Intervention EL	12,907.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute teachers for planning, SST, 504, IEPs	21,499.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Teacher Contracts Extra Curricular, RtI, Professional Learning	27,506.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Instructional Materials	70,769.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Funds to cover adjustment for Tutor CBA Longevity payment agreement.	765.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Office and Library Copiers Lease	9,200.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Computer Maintenance	1,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2500	RtI Small Group Reading Intervention EL	25,814.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	2,885.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Instructional Materials	8.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Funds to cover adjustment for Tutor CBA Longevity payment agreement.	1,533.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Reflex/FRAX site license, Swun Math	5,000.00
G1A3	Title 1 Basic	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	0.4000	Split funded SSW: 0.6 FTE Centennial G1A3 , 0.4 FTE Viking G1A3	57,277.00
G3A2	Sup & Conc	Other Pupil Services	Oth Cls-Supp			Extra supervision to support climate and culture safety	52,520.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Material and supplies for family engagement. **No food or incentives**	222.00
G5A1	Title 1 Basic	Parent Participation	Direct-Graph			Graphic for parent handbook and parent supplies	2,000.00
G5A1	Title 1 Basic	Parent Participation	Communicatio			Stamps for parent communications	150.00
G5A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Sup			Extend Library Hours for Parent/Computer Suppt 1 day per week	6,567.00
							$359,600.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$80,055.00
Sup & Conc	7090	$249,305.00
LCFF: EL	7091	$30,240.00
Grand Total		**$359,600.00**

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	$298,141.00
G3 - Increase student engagement in their school and community	$52,520.00
G5 - Increase inclusive opportunities for families to engage in their students' education	$8,939.00
Grand Total	**$359,600.00**

05/10/2024