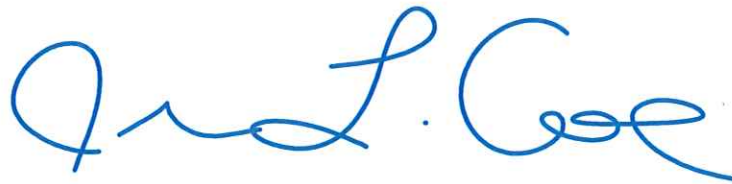


Vinland Elementary

10621666006068

Principal's Name: Jeanarta Coe

Principal's Signature:

A handwritten signature in blue ink, appearing to read "Jeanarta Coe". The signature is fluid and cursive, with the first name "Jeanarta" and the last name "Coe" clearly distinguishable.

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

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	<ul style="list-style-type: none">Needs Assessment: Data Analysis and identification of needs and goalsActions designed to meet needs and targeted goalsBudget 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


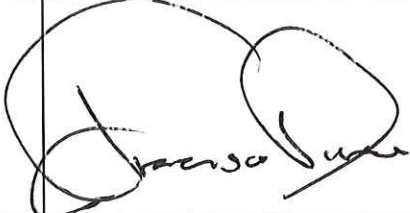
School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Jeanarta Coe	X				
2. Chairperson – Francisco Duran				X	
3. Scott Benning		X			
4. Mary Park		X			
5. Gabriella Santillan		X			
6. Elena Astanina Carr				X	
7. Amina Ali				X	
8. Cheryl Mrkaich			X		
9. Amelia Tejeda				X	
10. Zonia Trigueiros					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.

☐ ELAC voted to consolidate with the SSC. Date_____.

Required Signatures

School Name: Vinland 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	Jeanarta Coe		4/5/24
SSC Chairperson	Francisco Duran		04/05/24

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

Vinland - 0470

ON-SITE ALLOCATION

3010	Title I	\$68,850 *
7090	LCFF Supplemental & Concentration	\$215,785
7091	LCFF for English Learners	\$34,560

TOTAL 2024/25 ON-SITE ALLOCATION

\$319,195

* 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	\$2,040
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Remaining Title I funds are at the discretion of the School Site Council	\$66,810
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Total Title I Allocation	\$68,850
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Vinland 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
i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth			44.2 %	2023-2024	49.2 %
i-Ready ELA D2 proficiency - percentage of students on/above		29.43 %	27.8 %	2023-2024	32 %
i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth			43.5 %	2023-2024	48 %
i-Ready Math D2 proficiency - percentage of students on/above		17.62 %	14.2 %	2023-2024	19.3 %
SBAC ELA - Average distance from standard	✓	0 pts	-66.4 pts	2023-2024	-51.4 pts
SBAC ELA - Average distance from standard (Hispanic)	✓		-75.5 pts	2023-2024	-60 pts
SBAC ELA - Average distance from standard (Socioeconomically Disadvantaged)	✓		-70.4 pts	2023-2024	-55.4 pts
SBAC ELA - Average distance from standard (Students w/ Disabilities)	✓		-153.2 pts	2023-2024	-138.2 pts
SBAC ELA - percentage of students met/exceeded standard	✓	28.67 %	25.6 %	2023-2024	31 %
SBAC Math - Average distance from standard	✓	0 pts	-86.5 pts	2023-2024	-71.5 pts
SBAC Math - percentage of students met/exceeded standard	✓	19.95 %	19.7 %	2023-2024	25 %

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.

Overall Action and explanation description:
ELA Intended:

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

Vinland ATSI results showed following indicators in need
Students with Disabilities (Distance from Standard)
African American ELA/Math scores, attendance, suspension rates

Vinland 23-24SPSA stated "Vinland will develop and implement a school wide Balanced Literacy Program. Professional learning developed in collaboration between the Instructional Leadership Team (ILT) and administrators will focus on improving Tier 1 instructional practices and developing teacher implementation of supports for students who are English Learners and other targeted subgroups (SWD, AA, etc)."

Reflection of ELA/ math/Science overall implementation of actions and effectiveness in achieving outcomes (students, staff, and community actions included)

1. ILT and admin focused on improving Tier 1 instruction practices. Monthly ILT meetings discussed agendas for staff PL and criteria for running PLC/ACs. Agendas for ILT expanded on previous meetings. Agenda for staff PL in semester 1 were focused on PLC/AC teams planning. In semester 2 TK-1st focused on Reading Foundations and 2nd-6th focused on Writing. Math was not a focus of PLs. District resources for math were reiterated at August buyback. Science (new adoption) PL provided by instructional coach. Initial use of new science adoptions by staff. Continued use of supplemental Generation Genius (user friendly to staff due to familiarity with program). Frax/Reflex PL also provided this year for Mathematics support.
2. PK and TK use Learning Genie for assessment of students. Teachers utilize exploration of content of learning via study trips. Initial use of programs to enhance student learning of concepts with guest speakers/presenters.
3. TK-6th grade created common formative assessments in grade level teams. Teachers were encouraged to take the assessment prior to teaching and to backwards map daily lessons and teacher instruction to instruct assessed content.
4. 3rd-6th grade used in ELA and math FIAB and/or IABs throughout the year as a assessment and took the FIAB/IAB prior to students to have understanding of the content.
5. 1st grade used the BPST and Wonders assessments to progress monitor students. Grade level did not have access to all being trained in Orton Gillingham.

White suspension rates

2 or more races ELA/Math scores, attendance, suspension rates

1. School Wide academic progress monitoring of sub-groups is not yet shared in CFA metrics. Able to pull attendance and suspension progress.

2. ELPAC and CAASPP/SBAC are annual metrics and are not conducive progress monitoring indicators.

3. BAS and Wonders Diagnostics were not established schoolwide as progress monitoring devices and were not used to share with site.

4. 2nd semester African American and English learner students had a second mentoring by principal and ELOP coordinator on grades and attendance. Data collected is 1 quarter and needs more time to see effectiveness.

5. Home School Liaison works with Fresno State professor(s) bringing tutoring to students afterschool. Majority of students are English Learners. Looking to support other targeted sub-groups in quarter 4 and beyond.

6. Tier II intervention specialist position unfilled as of January 11, 2024.

7. 3rd/4th SDC teacher on leave as of December 2023.

8. over 75+ new students to Vinland this year.

9. Leveling in September 2023 increased 5 teachers to Vinland. All are certificated.

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).

Intended:

1. Substitutes so site based teachers are able to participate in grade level quarterly PLC/AC planning days during contractual duty time.
2. Substitutes so site based teachers are able to participate visiting one another and other locations during contractual duty time.
3. Substitutes so site based teachers are able to participate in PL/PD all day trainings during contractual duty time.
4. Teaching Fellows supporting TK-3rd grade teachers (push in model).
5. Contracts supplemental for teachers to tutor students with priority to subgroups.
6. Orton Gillingham discussed as an option after May 2023 trainings of some of our Kinder, 1st, and 2nd grade teachers.
7. Weekly check ins with African American and English Learner subgroups on attendance, SEL, and grades.
8. Chess via Train of Thought was removed. Vendor left district.

Actual:

1. Most teachers and grade level teams utilized quarterly planning days. Kinder and fourth did not use their 3rd planning day.
2. Instructional coach covered for teachers in order for them to observe colleagues. Substitutes for literacy walks provided by regional monies. ILT and CCT visited using site monies.

3. CCT PL/PD trainings paid by Department of Prevention and Intervention, CPI training paid by Special Education department (substitutes for teachers and paraprofessionals).
4. Teaching fellows did not have organized training and deliver targeted program that was evidenced based and progress monitored. At times, teaching fellows were without clear direction.
5. Tutoring by teachers recommended by 3 kinder teachers in quarter 4. Other tutoring with a supplemental contract was not used though offered monthly.
6. Orton Gillingham was intended, but district training in this program was not provided this year. After Literacy Walk and observing TK using Heggerty, Kinder and first grade want to use the program.
7. Due to no implementation of weekly check in for African American and English Learner subgroups on attendance, SEL, and grades (via contract), in 2nd semester Mrs. Coe began African American weekly check ins and ELOP coordinator English Learner check ins.
8. Trained 4th grader teacher instructed all classes weekly in the cafeteria. They also ran a chess club after school all chess playing students (current, former, and students who could play chess).

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.

1. Increase student foundational skills achievement and math achievement: Will use Teaching Fellows 9 in 24-25. Teaching Fellows will support with a research based curriculum and assessment tool and be trained by the instructional coach. Teaching Fellows will push into classrooms due to facilities spacing.
2. Mr. Benning to run afterschool club for Chess in 24-25 in 3rd grade. Looking to train 4th grade teacher to continue support weekly in grade level after he goes to 3rd grade.
3. Various: Mileage stipend/reimbursement for Home Visits by classified personnel.
4. Addition of monies to PK for site study enhancements. PK due to licensing is not able to participate in field trips without minimum number of licensed per student ratio. Bring PK learning to school if group is unable to leave site.
5. Increase student connectedness to Vinland via purchasing of
6. Increase student participation in instructional and school wide events (Food, drinks, paper goods, decorations, materials, equipment, books and supplies for school events and meetings.)
7. Bussing, entry fees, materials, equipment, and supplies for field and study trips and on campus events (to include but not limited to Bricks for Kidz, Birds of Prey, Reptile Ron, Zoo Mobile, Island Waterpark, Sierra Chamber Opera Performance, Bowling, Roller Skating, Wonder Valley, Cat Haven, Wild Water Adventures, Inflatables, Guest Speakers, etc).
8. Replenish instructional and award materials: ink and supplies for color printer and laminator.
9. Virtual class quotes and fees.
10. Monies to include but not limited to student, parent/guardian and staff conferences and training fees, travel, expenses, food, decorations, supplies (UnboundEd, Orton Gillingham, etc).
11. Certificates, awards, trophies, and apparel for accomplishments.

As a result of changes in 23-24 the following will occur (based on feedback from SSC/ELAC/STAFF:

1. Purchase of site licenses and teacher licenses for research based instructional supplemental materials.
2. Expansion via Home School Liaison of Fresno State Tutors.
3. Young Men of Character and Girl Power groups on campus to work with targeted student groups.

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):
<div>SSC:</div> <div>Students Start/Return:</div> <div>Carnival, monthly family and community events for free, materials and supplies for students and staff who support students. English Learner tutoring and academic support. Study and field trips for</div>	<div>ELAC</div> <div>Start/Keep:</div> <div>English Learner Tutoring, English programs for students and families. Parent/Community Workshops</div>	<div>Based on Staff Feedback Surveys</div> <div>Students</div> <div>Keep:</div> <div>Nearpod, Reflex/Frax, Teaching Fellows, Sora, Scholastic, Britannica</div>

students. Krazy Karen.

School, Vinland Ventures, Generation Genius Science Supplemental, Ooka Island, Incentives for students, Treasure Box Incentive Teacher Support, Happy Numbers, Family Foundations, Tier)) Intervention Specialist, Headphones for students, Loaner Laptops at 3 to 4 per class, Club Opportunities (Peach Blossom, Chess, etc, Sports, school student materials, Splash Learn, Home School liaison, Resource Counselling Assistant, Fresno State Mentor Partnerships, ELOP coordinator support of EL check ins, medals/awards for student achievement, additions to study and field trips (giraffe petting, smores and games for camp, incentives for CiCO and mentoring participation, incentives for Wednesday and Friday attendance/WOW, and caught being good awards, materials and supplies for printers and machines for awards, recognition, supplies, monies to update broken or other items in need of repair, shirts and swag for students in programs/clubs/and organization on school including sports, Special Education uniforms/shirts for Special Olympics and SWD events. School Yard Rap. Grandparents Day. Continue lease for 2nd copier machine. PE certificated teacher. Dance Certificated Teacher. Partnership with Campus Bible Church. Good News Club.

Stop:

Science Curriculum, untrained or poorly trained Teaching Fellows, student planners, Nearpod, Frax, Scholastic First and Word, 3rd grade planners, Vinland Ventures

Start:

Gimkit, Mystery Science, Classkick, GetEpic, Field activity day, Jog A Thon, Generation Genius Math and Science, Scholastic Kid, TPT school access Magazine, Kindergarten Tee shirts for site words, Awards or items such as charms or bracelets for Kindergarten milestones (ABCs, sounds, counting to 100), extra support such as push in for translation for EL students, headphones for students, clubs, certificated reading teachers, STMath, Flocabulary, Brainpop Jr. schoolwide chess, braining camp, better quality headphones, heggerty, NEWSLA, Krazy Karen, popsicles, rootbeer floats, rallies, Secret Stories, Afterschool Tutoring, Young Men of Character, Girl Power, A4 Tutoring Program All Year

Action 1

Title: ELA/ Literacy

[Action Details:](#)

By June 2024,

- **Preschool** number of students will increase in the Building Middle or higher in Language and Literacy Development by minimum 5 students.
- **TK** number of students will increase in performing at the sustaining level by a minimum of 5 students.
- **Kindergarten** students at grade level will increase by a minimum of 10 students.
- **1st-6th** grade students in each grade level will increase those performing at the sustaining level by a minimum of 8 students.
- **3rd-6th** grade students will decrease Distance from Standard (DFS) in ELA/Literacy by 15 points on CAASPP in each of the student groups: English Learner, African American, 2 or more races, Students With Disabilities, and White.
- A minimum of 50% of English learners will overall increase 1 overall level as measured in the ELPAC.

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

1. PK / TK Learning Genie

Owner(s):

Teachers
PLC
Admin

Timeline:

daily/weekly

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

TK through sixth grade - Common Formative Assessments (CFAS)

Owner(s):

Teachers
PLC
Admin

Timeline:

As defined by PLC and admin team collaboration

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

3rd-6th Grade - IABs and FIABs

Owner(s):

Teachers
PLC
Admin

Timeline:

Quarterly

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

1st BPST/ Heggerty

Owner(s):

Teachers
PLC
Admin

Timeline:

BPST Quarterly
Heggerty as PLC/AC and admin determine

Details: Explain the data which will specifically monitor progress toward each indicator target		
District Metrics <ul style="list-style-type: none">1. Effort marks and/or grades (dependent on grade level)2. Power BI and GLIMPSE: Attendance/ Behavior Data (misbehavior/ suspension/ expulsion)3. School wide progress monitoring will include targeted student groups. English Learner, African American, SpEd, foster/homeless, low performing identified subgroups. Supports will be based on data,	Owner(s): Teachers PLC ILT Admin	Timeline: District: Quarterly State: Annually
State Metrics: <ul style="list-style-type: none">1. ELPAC - Moving up 1 level2. SBAC - ELA average distance from standard (including student groups of Hispanic, Socioeconomically disadvantaged, students with disabilities)3. SBAC - ELA percentage of students met/exceeded standard		
Details: Explain the data which will specifically monitor progress toward each indicator target		
Wonders Assessments/Diagnostic BAS - Comprehension	Owner(s): Teachers PLC Admin	Timeline: 3 times a year
Details: Explain the data which will specifically monitor progress toward each indicator target		
iReady ELA D1 to D2 percentage of students who met 40% or above stretch growth. iReady ELA D2 proficiency percentage of students on/above	Owner(s): Teachers	Timeline: Fall, Winter, Spring
Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):		
TK, K, 1st <ul style="list-style-type: none">1. Literacy by First Grade initiative training resources.2. Literacy by Frist Grade supplemental contracts for Literacy work		
2nd-6th Grade <ul style="list-style-type: none">1. Writing Initiative Resources.		
PK-6th Grade <ul style="list-style-type: none">1. Scope and Sequence enhancements (study trips, virtual explorations, guest speakers and assemblies).2. Substitutes for teacher planning with PLC/AC, classroom observations, and off site learning opportunities3. Teacher and classified supplemental contracts to tutor students (priority to targeted students groups).4. Supplemental virtual and physical subscriptions and resources (books, magazines, curriculum) in service of Scope and Sequence and Quarterly Planning documents5. Materials and supplies to support instruction6. Supplemental contracts for outside ELPAC assessors7. Recognition materials for students (awards, medals, supplies).8. Administrative substitutes to participate side by side with staff in trainings9. Administrative substitutes to support admin in conducting 504/IEP/SST meeting days, observation walks, and participating in study trip events off site.		

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.

English Learner student population is performing at the lowest level in areas of ELA in red according to the CA Dashboard.

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 with priority access to certificated and classified tutoring and EL camps, weekly check support (classified/administrative/certificated), and materials and supplies for learning.

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 with annual ELPAC assessors in 2nd semester, equipment/ materials and supplies for learning, weekly check ins and incentives for check ins, supplemental contracts for additional EL tutoring, with annual ELPAC assessors in 2nd semester, equipment/ materials and supplies for learning, weekly check ins, and supplemental contracts for additional EL tutoring.

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

Teachers: CFA progress monitoring of EL student group as well as all students.

PLCs: reflecting on individual teacher and grade level data on EL student group.

ILT: monitoring of metrics for EL student group. Determining with teacher feedback professional learning and targeted actions to support increased achievement of EL student group.

ELOP/RCA: Weekly check ins with EL student group.

Additional supports for students designated EL

1. Data analyzed during PL and PLCs used to plan implement and reflect on behalf of the student group.
2. Designated and Integrated ELD instruction will be provided daily.
3. Quarterly monitoring of EL achievement.
4. Supplemental contracts for EL afterschool intervention will be provided based upon student needs with a program.
5. Supplemental contracts for ELPAC assessors.

Additional supports for students designated RFEP

1. Quarterly monitoring of students Reclassified Fluent English Proficient (RFEP) for at least 2 years.
2. Goal setting chats with RFEP students toward English proficiency

Additional Staff Supports

1. Ongoing Professional Learning for teachers will be provided to review ELPAC requirements and procedures, EL best practices, and strategies to improve Tier I, Tier II, and Tier III for ELs. Wonders EL training by EL department / ELA department

Additional Parent Supports to communicate regarding EL progress and achievement.

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 Power EL 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 **Hispanic** student population is performing at the lowest level in area of ELA in red according to the CA Dashboard.*

*The **Students with Disabilities** student population is performing at the lowest level in area of ELA in red according to the CA Dashboard.*

*The **Socio-Economically Disadvantaged** student population is performing at the lowest level in area of ELA 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 **Hispanic** with cultural responsive teacher training. I identify literacy strategies to support students initial literacy instruction. The Hispanic student population supports will be: CFAs that identify how group is doing quarterly. Classroom will goal set with student group. Parent classes to support with ELA strategies for literacy. Literacy nights.*

*With Title I funds we plan to support **Students with Disabilities** with materials and supplies for class instruction and weekly check ins and support (classified/administrative/certificated).*

*The **Socio-Economically Disadvantaged** student population is performing at the lowest level in area of ELA in red according to the CA Dashboard. Materials and supplies for small group instruction. Use of teacher planning days to identify CFAs and teacher strategies in the classroom (includes walks and observations of peers).*

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 **Hispanic/English learner** students with annual ELPAC assessors in 2nd semester, equipment/ materials and supplies for learning, weekly check ins and incentives for check ins, supplemental contracts for additional EL tutoring, with annual ELPAC assessors in 2nd semester, equipment/ materials and supplies for learning, weekly check ins, and supplemental contracts for additional EL tutoring.*

*With 7090 or 7091 funds we plan to support **Hispanic** CFAs that identify how group is doing quarterly. Classroom will goal set with student group. Parent classes to support with ELA strategies for literacy. Literacy nights.*

*The **Socio-Economically Disadvantaged** student population is performing at the lowest level in area of ELA in red according to the CA Dashboard. Materials and supplies for small group instruction. Use of teacher planning days to identify CFAs and teacher strategies in the classroom (includes walks and observations of peers). The equipment/ materials and supplies for learning, weekly check ins, and supplemental contracts for additional study trips and incentive trips and activities, and swag/ apparel for participation in Special Olympics.*

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

For Hispanic, student with disabilities, and socio-economically disadvantaged:

Teachers: CFA progress monitoring of targeted student group as well as all students.

PLCs: reflecting on individual teacher and grade level data on targeted student groups.

ILT: monitoring of metrics for student group. Determining with teacher feedback professional learning and targeted

- 1. Home School Liaison
- 2. Parent translation and oral communication in other languages (Propio).

actions to support increased achievement of the student groups.

ELOP/RCA: Weekly check ins with target student group.

Tier II intervention specialist and Department of Prevention and Intervention facilitation of Young Men of Character and Girl Power groups.

- 1. Low Performing Students: Priority consideration for initiatives
- 2. **School wide progress monitoring will include target student groups such as Hispanic, Socio-Economically Disadvantage and Students with Disabilities.** Supports will be based on data.
- 3. Quarterly Data chats with PLC to progress monitor.
- 4. Professional Learning on supports for low performing such as (identifying the problem of practice, teacher assigned i-Ready online instruction to focus on student need, culturally relevant teacher planning for student learning, etc).
- 5. PLCs will include grade alike SPED teachers and other support staff to identify best practices and plan to improve student outcomes.
- 6. Students with Disabilities (SWD): inclusion in least restrictive environment with Road to Inclusion Action Team.

Action 2

Title: Mathematics

Action Details:

By June 2024,

- **PK** will increase by minimum of 6 students number for those meeting standard on DRDP in each class.
- TK-6th **grade students in each grade level will increase in iReady Math D1 to D2 and D2 to D3 percentage of students who met 40% or above stretch growth and iReady Math D2 proficiency by minimum 8 students.**
- **3rd-6th** grade students will decrease Distance from Standard (DFS) in ELA Literacy by 15 points on CAASPP in each of the student groups: English Learner, African American, 2 or more races, Students With Disabilities, and White.
- **3rd-6th** grade students in each grade level will increase in percentage of students that meet / exceed standard by 8 students in each grade level band.

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

- 1. PK Learning Genie and DRDP

Owner(s):

Teachers

Admin

Timeline:

Daily - in learning genie

Trimester - DRDP

<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>TK through sixth grade - Common Formative Assessments (CFAS)</p>	<p>Owner(s):</p> <p>Teachers</p> <p>PLC</p> <p>Admin</p>	<p>Timeline:</p> <p>As defined by PLC and admin team collaboration</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>3rd-6th Grade - IABs and FIABs</p>	<p>Owner(s):</p> <p>Teachers</p> <p>PLC</p> <p>Admin</p>	<p>Timeline:</p> <p>As defined by PLC and admin team collaboration</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>District Metrics</p> <ol style="list-style-type: none">1. Effort marks and/or grades (dependent on grade level)2. Power BI and GLIMPSE: Attendance/ Behavior Data (misbehavior/ suspension/ expulsion)3. School wide progress monitoring will include targeted student groups. English Learner, African American, SWD, foster/homeless, low performing identified subgroups. Supports will be based on data. <p>State Metrics:</p> <ol style="list-style-type: none">1. SBAC - Math average distance from standard (including student groups of Hispanic, Socioeconomically disadvantaged, students with disabilities)2. SBAC - Math percentage of students met/exceeded standard	<p>Owner(s):</p> <p>Teachers</p> <p>ILT</p> <p>PLC</p> <p>Admin</p>	<p>Timeline:</p> <p>Site/ District: Quarterly</p> <p>State: Annually</p>
<p>Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):</p>		
<p>Kinder-6th</p> <ol style="list-style-type: none">1. K-6th Grade Reflex Math2. 2nd-6th Grade Frax Math <p>PK-6th Grade</p> <ol style="list-style-type: none">1. Scope and Sequence enhancements (materials, supplies, study trips, virtual explorations, guest speakers and assemblies).2. Substitutes for teacher planning with PLC/AC, classroom observations, and off site learning opportunities3. Teacher and classified supplemental contracts to tutor students (priority to targeted students groups).4. Supplemental virtual and physical subscriptions and resources (books, magazines, curriculum) in service of Scope and Sequence and Quarterly Planning documents5. Materials and supplies to support instruction6. Recognition materials for students (awards, medals, supplies).7. Administrative substitutes to participate side by side with staff in trainings8. Administrative substitutes to support admin in conducting 504/IEP/SST meeting days, observation walks, and participating in study trip events off site.		
<p>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.</p>	<p>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.</p> <p>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.</p>	

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

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

English Learner student population is performing at the lowest level in areas of Math in red according to the CA Dashboard.

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 with priority access to certificated and classified tutoring and Fresno State Tutors/Mentors, weekly check in support (classified/administrative/certificated), and materials and supplies for learning (anchor charts, graph paper, etc)

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 with equipment/ materials and supplies for learning, weekly check ins and incentives for check ins, supplemental contracts for additional EL tutoring in math.

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

Teachers: CFA progress monitoring of EL student group as well as all students.

PLCs: reflecting on individual teacher and grade level data on EL student group.

ILT: monitoring of metrics for EL student group. Determining with teacher feedback professional learning and targeted actions to support increased achievement of EL student group.

ELOP/RCA: Weekly check ins with EL student group.

Additional supports for students designated EL

1. Data analyzed during PL and PLCs used to plan implement and reflect on behalf of the student group.
2. Designated and Integrated ELD instruction will be provided daily.
3. Quarterly monitoring of EL achievement.
4. Supplemental contracts for EL afterschool intervention will be provided based upon student needs with a program.
5. Supplemental contracts for ELPAC assessors.

Additional supports for students designated RFEP

1. Quarterly monitoring of students Reclassified Fluent English Proficient (RFEP) for at least 2 years.
2. Goal setting chats with RFEP students toward English proficiency

Additional Staff Supports

1. Ongoing Professional Learning for teachers will be provided to review ELPAC requirements and procedures, EL best practices, and strategies to improve Tier I, Tier II, and Tier III for ELs.

Additional Parent Supports to communicate regarding EL progress and achievement.

1. Home School Liaison
2. Parent translation and oral communication in other languages (Propio).

Baseline Supports

1. Classroom Visuals such as anchor charts, math vocabulary walls
2. School supplied notebooks for note-taking and manipulatives for conceptual understanding.
3. Scratch paper

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

No students in the red

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

*With Title I funds we plan to support **African American** students with priority access to certificated and classified tutoring and A4 Springboard tutoring, weekly check support (classified/ administrative/ certificated), and materials and supplies for learning.*

*With Title I funds we plan to support **English learner** students with priority access to certificated and classified tutoring and EL camps, weekly check support (classified/administrative/certificated), and materials and supplies for learning.*

*With Title I funds we plan to support **Students with Disabilities** with materials and supplies for class instruction and weekly check ins and support (classified/administrative/certificated).*

*With Title I funds we plan to support **2 or More Races** with cultural responsive teacher training.*

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 **English learner** students with equipment/ materials and supplies for learning, weekly check ins and incentives for check ins, supplemental contracts for additional EL tutoring.*

*With 7090 or 7091 funds we plan to support **African American** students with equipment/ materials and supplies for learning, weekly check ins and incentives for check ins, supplemental contracts for additional tutoring, and supplemental contracts for additional study trips and incentive trips and activities.*

*With 7090 or 7091 funds we plan to support **Students with Disabilities** with equipment/ materials and supplies for learning, weekly check ins and incentives for check ins, supplemental contracts priority for additional tutoring, equipment/ materials and supplies for learning, and supplemental contracts for additional study trips and incentive trips and activities, and swag/ apparel for participation in Special Olympics.*

*With Title I funds we plan to support **Socio Economically Disadvantaged** with cultural responsive teacher training.*

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

1. Low Performing Students: Priority consideration for initiatives
2. School wide progress monitoring will include targeted student groups such as English Learner, African American, SpEd, foster/homeless, low performing identified subgroups. Supports will be based on data.
3. Quarterly Data chats with PLC to progress monitor.
4. Professional Learning on supports for low performing such as (identifying the problem of practice, teacher assigned i-Ready online instruction to focus on student need, culturally relevant teacher planning for student learning).
5. PLCs will include grade alike SPED teachers and other support staff to identify best practices and plan to improve student outcomes.
6. Students with Disabilities (SWD): inclusion in least restrictive environment with Road to Inclusion Action Team

Action 3

Title: Science/ Social Science

Action Details:

By June 2024,
All Kinder - 6th grade students will have a minimum of 25-30 minutes daily Science/ Social Science instruction.

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
Science and Social Science CFAS

Owner(s):
Teachers
PLC
Admin

Timeline:
Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target
State Annual Testing (5th grade)

Owner(s):
Teachers
PLC
Admin

Timeline:
Annual

Details: Explain the data which will specifically monitor progress toward each indicator target
Grade level PLC/ACs defined Guaranteed and Viable Science Curriculum(s) utilizing the NGSS in planning and assessment calendar. Use of district resources available from the Science department and supplemental resources
Social Science: Use of culturally relevant supplements from district (Women's History Month, Black History Month, etc)

Owner(s):
Teachers
PLC
Admin

Timeline:
Quarterly

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

- Kinder
- 1. Science and Social Science materials and supplies.?
- 1st-3rd
- 1. Bricks for Kidz, STEM classes, coding, Kid Invent, etc, materials and supplies.
- Kinder-6th

1. Generation Genius
2. Culturally Relevant books and materials (class, library). Guest speakers and presentations or presenters.
3. Substitutes for teacher planning with PLC/AC, classroom observations, and off site learning opportunities
4. Teacher and classified supplemental contracts to tutor students (priority to targeted students groups).
5. Supplemental virtual and physical subscriptions and resources (books, magazines, curriculum) in service of Scope and Sequence and Quarterly Planning documents
6. Materials and supplies to support instruction

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.

English Learner student population is performing at the lowest level in areas of ELA and Math in red according to the CA Dashboard.

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 with priority access to certificated and classified tutoring and EL camps, weekly check support (classified/administrative/certificated), and materials and supplies for learning. Also anchor charts and vocabulary walls of Science and Social Science vocabulary for current lessons.

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 with equipment/ materials and supplies for learning, weekly check ins and incentives for check ins, supplemental contracts for additional EL tutoring.

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

Teachers: CFA progress monitoring of EL student group as well as all students.

PLCs: reflecting on individual teacher and grade level data on EL student group.

ILT: monitoring of metrics for EL student group. Determining with teacher feedback professional learning and targeted actions to support increased achievement of EL student group.

ELOP/RCA: Weekly check ins with EL student group.

Additional supports for students designated EL

1. Data analyzed during PL and PLCs used to plan implement and reflect on behalf of the student group.
2. Vocabulary Walls and Visuals of social science/ science being taught that quarter.
3. Quarterly monitoring of EL achievement in science or social science.

Additional supports for students designated RFEP

1. Quarterly monitoring of students Reclassified Fluent English Proficient (RFEP) for at least 2 years.
2. Goal setting chats with RFEP students toward English proficiency

Additional Staff Supports

1. Science and Social Science resources highlighted through district and Generation Genius subscription.

Additional Parent Supports

1. Home School Liaison
2. Parent translation and oral communication in other languages (platforms, personnel, Google)

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 **English Learner** student population is performing at the lowest level in areas of ELA in red according to the CA Dashboard

The **African American** student population is performing at the lowest level in areas of ELA and Math in red according to the CA Dashboard.

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

The **2 or More Races** student population is performing at the lowest level in areas of ELA and Math 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 **African American** students with priority access to certificated and classified tutoring and A4 Springboard tutoring, weekly check support (classified/ administrative/ certificated), and materials and supplies for learning.

With Title I funds we plan to support **English learner** students with priority access to certificated and classified tutoring and EL camps, weekly check support (classified/administrative/certificated), and materials and supplies for learning.

With Title I funds we plan to support **Students with Disabilities** with materials and supplies for class instruction and weekly check ins and support (classified/administrative/certificated).

With Title I funds we plan to support **2 or More Races** with cultural responsive teacher training.

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 **English learner** students with annual ELPAC assessors in 2nd semester, equipment/ materials and supplies for learning, weekly check ins and incentives for check ins, supplemental contracts for additional EL tutoring, with annual ELPAC assessors in 2nd semester, equipment/ materials and supplies for learning, weekly check ins, and supplemental contracts for additional EL tutoring.

With 7090 or 7091 funds we plan to support **African American** students with equipment/ materials and supplies for learning, weekly check ins and incentives for check ins, supplemental contracts for additional tutoring, equipment/ materials and supplies for learning, weekly check ins, and supplemental contracts for additional study trips and incentive trips and activities.

With 7090 or 7091 funds we plan to support **Students with Disabilities** with equipment/ materials and supplies for learning, weekly check ins and incentives for check ins, supplemental contracts priority for additional

tutoring, equipment/ materials and supplies for learning, weekly check ins, and supplemental contracts for additional study trips and incentive trips and activities, and swag/ apparel for participation in Special Olympics.

*With Title I funds we plan to support **2 or More Races** with cultural responsive teacher training.*

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

Teachers: CFA progress monitoring of targeted student group as well as all students.

PLCs: reflecting on individual teacher and grade level data on targeted student groups.

ILT: monitoring of metrics for targeted student group. Determining with teacher feedback professional learning and targeted actions to support increased achievement of the student groups.

ELOP/RCA: Weekly check ins with African American student group.

Tier II intervention specialist and Department of Prevention and Intervention facilitation of Young Men of Character and Girl Power groups.

1. Low Performing Students: Priority consideration for initiatives
2. School wide progress monitoring will include targeted student groups such as English Learner, African American, SpEd, foster/homeless, low performing identified subgroups. Supports will be based on data.
3. Quarterly Data chats with PLC to progress monitor.
4. Professional Learning on supports for low performing such as (culturally relevant teacher planning for student learning, Generation Genius platform, NGSS standards).
5. PLCs will include grade alike SPED teachers and other support staff to identify best practices and plan to improve student outcomes.
6. Students with Disabilities (SWD): inclusion in least restrictive environment with Road to Inclusion Action Team

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0470 Vinland 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			Student tutoring in ELA, Math, Science/Social Studies. G1A2-3 **NO IEPs**	15,120.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Sup			Classified Supplemental for tutoring and trainings. G1A2, G4A1	480.00
G1A1	Title 1 Basic	Instruction	Oth Cls-Supp			Other Classified Supplemental for tutoring and trainings. G1A2, G4A1	480.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Books, Digital Subscriptions for ELA, Math, Science/Social Studies. G1A2-3	3,000.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies, G1A2-3 **No food or incentives**	4,510.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Equipment for ELA, Math, Science/Social Studies. G1A2-3	1,700.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : G1A2	8,220.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Certificated Supplemental monies for student tutoring in ELA, Math, Science/Social Studies. G1A2-3	540.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Books, digital subscriptions for ELA, Math, Science/Social Studies. G1A2-3	2,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Equipment for ELA, Math, Science/Social Studies. G1A2-3	6,524.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : G1A2	27,216.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors, EL tutoring and support.	4,566.00
G1A1	LCFF: EL	Instruction	Ins Aide-Sup			Classified supplemental monies for student tutoring in ELA, Math, Science/Social Studies. G1A2-3	539.00
G1A1	LCFF: EL	Instruction	Bks & Ref			: Books, digital subscriptions for EL Students.	576.00

\$75,471.00

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	✓	86.18 %	79.7 %	2023-2024	82.8 %

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.

Overall Action and explanation description:

Vinland 23-24SPSA stated Student centered experiences:

Academic: All students will **goal set**.

Social and Emotional: Baseline clarity of site systems and structures. Students will participate in **morning meetings/class meetings and Second Step** for social awareness and emotional learning opportunities throughout the year. Students will have quarterly presentations of site expectations: school wide rules, Guidelines for Success (GFS), student handbook, dress code, digital citizenship. (Reason B progress monitoring).

Real world learning experiences:

Academic: All students will have an opportunity to participate in student centered and real world learning experiences (on site, off site, virtually). Students will have an opportunity to participate in arts, activities, and athletics as monitored by ATLAS engagements, sign in sheets, and community involvement counts.(Reason C progress monitoring).

Social and Emotional: Certificated, classified and community based organization opportunity to facilitate and lead before, during and after school clubs for students. School wide student leadership and class representatives to encourage student voice in site decision making. Students will be exposed to mentors, guest speakers, readers, and influential community job occupations and community members. 4th-6th grade will have opportunities to learn about middle school and high school opportunities in alignment to magnet/choice schools.(Reason D progress monitoring)

"

Action 2: "Vinland will maintain and increase positive student engagement and participation in student-centered inclusive clubs, arts, athletics, activities and events. Vinland will increase community opportunities by expanding student-centered and real-world learning experiences. The Instructional Leadership Team

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

Vinland ATSI results showed following indicators in need:

Students with Disabilities (Distance from Standard)

African American ELA/Math scores, attendance, suspension rates

White suspension rates

2 or more races ELA/Math scores, attendance, suspension rates

1. Coordination of PL and supervision of classrooms implementation of morning and class meeting showed some progress in all teachers implementing.
2. 2nd semester African American and English learner students had a second mentoring by principal and ELOP coordinator on grades and attendance. Data collected is 1 quarter and needs more time to see effectiveness.
3. Home School Liaison works with Fresno State professor(s) bringing tutoring to students afterschool. Majority of students are English Learners. Looking to support other targeted sub-groups in quarter 4 and beyond. Gave opportunity for students to connect to mentors.
4. Tier II intervention specialist position unfilled as of January 11, 2024. Gap crated less resources for students with SEL needs at this tier to see an adult for support during that time. Semester 2 have a person on site 2 days a week as of March 2024.
5. 3rd/4th SDC teacher on leave as of December 2023. Implementation of class and morning meetings at this grade were provided by substitutes. Lack of consistency a factor.
6. over 75+ new students to Vinland this year.
7. Leveling in September 2023 increased 5 teachers to Vinland. All are certificated. Need to train at beginner level in Class and Morning Meetings.

(ILT), Climate and Culture Team (CCT), and administrative team will identify strategies to increase all students participation in enriching activities, analyze engagements rates with attention given to reducing disproportional participation, ensuring equity and access to all. Vinland will maintain and increase partnerships with district and community groups and organizations (Every Neighborhood School partner Campus Bible Church, University High, faith based organizations, Community Wellness Centers, etc)."

Reflection of Student Centered and Real World Experiences (students, staff, and community actions included)

1. ILT and admin focused on improving Tier 1 instruction practices. Monthly ILT meetings discussed agendas for staff PL and criteria for running PLC/ACs. Agendas for ILT expanded on previous meetings. Agenda for staff PL in semester 1 were focused on PLC/AC teams planning. Teams planned that each grade level participate in SEL (class meetings/morning meetings. Planned for Semester 1 Literacy Night, guest readers at Read Across America semester 2, CTE and student engagement study trips for all grades. Student leadership was established in 5th and 6th grade. 6th grade participated in middle school and college visits.
2. Real World PK and TK use Learning Genie for assessment of students. Teachers utilize exploration of content of learning via study trips. Initial use of programs to enhance student learning of concepts with guest speakers/presenters.
3. 6th grade students had check in with Tioga middle school counselor throughout the year.
4. Students given 3 school expectations assemblies at beginning of year, after Winter, and after Spring Break.
5. Classroom goal setting expectations reviewed with teacher quarterly.

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).

1. **Academic:** All students will have an opportunity to participate in student centered and real world learning experiences. Each grade had an off site experience. 80% of 6th went to camp. 2nd-4th had art experience with an online artist (Origami Art). (on site, off site, virtually). Students during and after school participated in arts, activities, and athletics as monitored by ATLAS engagements, sign in sheets, and community involvement counts. Athletics for 1st - 6th (3rd-6th for cross country and 1st-6th track and field.
2. **SEL: Morning and class meeting fidelity** and implementation working to be in all classrooms.
3. **Real World Experiences:** 6th grade learned about middle school and colleges visiting campuses.
4. Special Olympics participation all year.
5. Back to School Night to include community partners, community vendors and booths and police/fire/EMT support.

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.

1. Expanding student centered and real world experience for grade levels.
2. Monthly training in class and morning meetings and data reflected on in planning for class instruction.
3. Optional opportunities provided either on site or within the district.
4. Sports uniform ordering needed.
5. More class meeting books for new staff next year.

As a result of changes in 23-24 the following will occur (based on feedback from SSC/ELAC/STAFF:

- 1. Purchase of site licenses and teacher licenses for research based instructional supplemental materials.
- 2. Expansion via Home School Liaison of Fresno State Tutors.
- 3. Young Men of Character and Girl Power groups on campus to work with targeted student groups.

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).

SSC:

Students Start/Return:

Carnival, monthly family and community events for free, materials and supplies for students and staff who support students. English Learner tutoring and academic support. Study and field trips for students. Krazy Karen.

2 ELAC:

ELAC

Start/Keep:

English Learner Tutoring, English programs for students and families. Parent/Community Workshops

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

Based on Staff Feedback Surveys

Students

Keep:

Nearpod, Reflex/Frax, Teaching Fellows, Sora, Scholastic, Britannica School, Vinland Ventures, Generation Genius Science Supplemental, Ooka Island, Incentives for students, Treasure Box Incentive Teacher Support, Happy Numbers, Family Foundations, Tier)) Intervention Specialist, Headphones for students, Loaner Laptops at 3 to 4 per class, Club Opportunities (Peach Blossom, Chess, etc, Sports, school student materials, Splash Learn, Home School liaison, Resource Counselling Assistant, Fresno State Mentor Partnerships, ELOP coordinator support of EL check ins, medals/awards for student achievement, additions to study and field trips (giraffe petting, smores and games for camp, incentives for CiCO and mentoring participation, incentives for Wednesday and Friday attendance/WOW, and caught being good awards, materials and supplies for printers and machines for awards, recognition, supplies, monies to update broken or other items in need of repair, shirts and swag for students in programs/clubs/and organization on school including sports, Special Education uniforms/shirts for Special Olympics and SWD events. School Yard Rap. Grandparents Day. Continue lease for 2nd copier machine. PE certificated teacher. Dance Certificated Teacher. Partnership with Campus Bible Church. Good News Club.

Stop:

Science Curriculum, untrained or poorly trained Teaching Fellows, student planners, Nearpod, Frax, Scholastic First and Word, 3rd grade planners, Vinland Ventures

Start:

Gimkit, Mystery Science, Classkick, GetEpic, Field activity day, Jog A Thon, Generation Genius Math and Science, Scholastic Kid, TPT school access Magazine, Kindergarten Tee shirts for site words, Awards or items such as charms or bracelets for Kindergarten milestones (ABCs, sounds, counting to 100), extra support such as push in for translation for EL students, headphones for students, clubs, certificated reading teachers, STMath, Flocabulary, Brainpop Jr. schoolwide chess, braining camp, better quality headphones, heggerty, NEWSLA, Krazy Karen, popsicles, rootbeer floats, rallies, Secret Stories, Afterschool Tutoring, Young Men of Character, Girl Power, A4 Tutoring Program All Year

Action 1

Title: Student Centered/ Real World Learning

Action Details:

By May 2025,

Student centered experiences:

Academic: All students will goal set and have an opportunity to monitor their academic progress for student success quarterly. May also include social and emotional goal setting.(Reason A progress monitoring)

Social and Emotional: All students and staff will have a baseline clarity of site systems and structures. Students will participate in weekly morning meetings/class meetings and Second Step for social awareness and emotional learning opportunities throughout the year. Students will have quarterly presentations of site expectations: school wide rules, Guidelines for Success (GFS), student handbook, dress code. digital citizenship. (Reason B progress monitoring)

Real world learning experiences:

Academic: All students will have an opportunity to participate in student centered and real world learning experiences (on site, off site, virtually). Students will have an opportunity to participate in arts, activities, and athletics as monitored by ATLAS engagements, sign in sheets, and community involvement counts.(Reason C progress monitoring)

Social and Emotional: Certificated, classified and community based organization opportunity to facilitate and lead before, during and after school clubs for students. School wide student leadership and class representatives to encourage student voice in site decision making. Students will be exposed to mentors, guest speakers, readers, and influential community job occupations and community members. 4th-6th grade will have opportunities to learn about middle school and high school opportunities in alignment to magnet/choice schools.(Reason D progress monitoring)

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

(Reason C)

Academic: All students will have an opportunity to participate in student centered and real world learning experiences (on site, off site, virtually). Students will have opportunity to participate in arts, activities, and athletics as monitored by ATLAS engagements, sign in sheets, and community involvement counts.

Monitor student involvement:

- GOAL 2 – ATLAS Engagement data online

Monitor student/ staff/ parent involvement

- Responses on Student Fall and Spring School Climate Surveys

Monitor parent/ student involvement opportunities:

- Parent/student attendance (documented through sign-in sheets) throughout the school year:
 - Back to School Night
 - Open House
 - Parent Conferences
 - ELAC/SSC attendance/agendas/minutes
 - Parent Engagement Meetings
 - Parent University Courses
 - Family Engagement Events
 - Student Performances/ Student Events
 - Awards Assemblies
 - Student and parent events/activities
 - Virtual event sign ins
 - Study Trips
 - School student clubs

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

(Reason C): Athletics, arts, activities will be entered in the ATLAS Engagement link and shared with staff quarterly.

Owner(s):

- teachers
- PLC
- Admin
- Office Manager- transportation

Timeline:

Quarterly or Annually

Owner(s):

- Co-Admin (Vice Principal)
- Teacher Support Personnel leading Goal 2 Engagements

Timeline:

Quarterly

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

- Goal 2 Engagements on ATLAS, sign in sheets, rosters, Attendance counts for school event participation in clubs and activities
 - Awards Assemblies (Quarterly)
 - Character Counts
 - WOW Awards
 - Caught Being Good
 - Golden Tickets
 - Red Ribbon Week
 - Book Fair
 - Student of the Month (SOM) Awards and recognition
 - School arts/athletics and activities
 - Pastries with Parents
 - Science/ Math/Reading Nights
 - Bingo Nights
 - Winter and Spring Programs
 - Career Day and Career Events
 - Study trips
 - Sports and athletics
 - Art (Music/Dance/Drama)
 - Talent Show
 - After school clubs (Coding, Girl Power)
 - Mentoring/Tutoring (Tuesday Tutors, Homework Club, math mentors/tutors, etc.)
 - Vinland Clubs
 - Student before and afterschool activities

Sign in sheets for Back to School Nights, Open House, Parent Conferences, will be turned in to administration for data collection. ELAC, SSC, and Family Engagement meeting agendas/sign in sheets/ and minutes will be collected by the HSL and archived on site and digitally. All site based events (awards ceremonies, student performances, and events) will have informal data to determine attendance)

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

(Reason B): Supplemental contracts for arts/activities and athletics

Owner(s):

- Teachers
- Paraprofessionals
- Librarian
- Classified Staff
- Mentors
- Administrators

Timeline:

- Weekly
- Monthly
- Quarterly

Owner(s):

Individual Teachers

Classified

Administration: Create contracts and monitor attendance and participation

CommunityBased Organizations

Timeline:

Monthly

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

(Reason A): School wide academic **student goal setting**. May also include social and emotional goal setting.

Owner(s):

Teachers

Support Staff (RCA/HSL with targeted groups)

Administrators (with targeted groups)

Timeline:

Quarterly

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

(Reason B): **Social and Emotional:** Baseline clarity of site systems and structures. Students will participate in morning meetings/class meetings and Second Step for social awareness and emotional learning opportunities throughout the year. Students will have quarterly presentations of site expectations: school wide rules, Guidelines for Success (GFS), student handbook, dress code, digital citizenship

Data: ATLAS Portfolio Entries; TST Minutes/Agenda

All PK-6th grade students will learn and review digital citizenship, as evidenced by the Acceptable Use Policy and school wide focus on developing digitally literate citizens.

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

(Reason D): **Social and Emotional:** Certificated, classified and administrative opportunity to facilitate and lead before, during and after school clubs, arts, athletics, and activities for students and targeted groups.

1. School wide student leadership and class representatives to encourage student voice in site decision making.
2. Students will be exposed to mentors, guest speakers, readers, and influential community job occupations and community members.
3. 4th-6th grade will have opportunities to learn about middle school and high school opportunities in alignment to magnet/choice schools.
4. Student clubs: School Leadership, Music, YMOC, Girl Power, BSU. Coding, Science, Vinland Clubs, etc

Owner(s):

Teachers: Morning meetings/ class meetings

Climate Culture Team, Staff, Admin: School Wide Rules; GFS, student handbook, dress code, digital citizenship

SSC: Review of Dress Code Bi-Annually

Owner(s):

Certificated

Classified

Administrative

Timeline:

Weekly: morning meetings and class meetings

Minimum Quarterly: Review of School Wide Rules; GFS, student handbook, dress code, digital citizenship

Timeline:

Monthly

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

Goal: Teaching 100% of students about character traits with the school wide character trait monthly focus. Minimum of 80% of individual classroom students will have positive behavior goals and monitor their proficiency in the character traits.

Data:

- Individual **class schedules** reflecting the time and day of the weekly Class Meetings/Morning Meetings/ Second Step Meetings
- **Informal class visits and feedback** on Class Meetings/Morning Meetings/ Second Step Meetings with a monitoring tool (Climate and Culture Team)
- **Effort** grades on progress reports and report cards
- ATLAS entries

Owner(s):

Individual teachers: Facilitating Class Meetings/Morning Meetings/ Second Step Lessons weekly, Discussing the character trait with class. Establishing how the students who exhibit the character trait will receive appropriate monthly recognition. Linking and aligning Second Step lessons to support appropriate needs of class in demonstrating competency in the character trait.

Administration: Creating and posting the Monthly parent newsletter/virtual media recognition of students who are recognized. School messengers to promote the monthly trait. Morning announcement.

Supporting Staff RCA/HSL: Support staff to coordinate and set up the Students of the Month venue/location and provide materials to teachers for the student of the month. Photographs taken monthly will be in a location supervised by the supporting staff. Supporting staff will have a school wide recognition medium of students (virtual/physical).

Student Council: Facilitate a portion of the morning announcement weekly. Share the character trait focus and highlight/ recognize students, lead recess games

Timeline:

Individual Teachers:

Weekly: class/morning/second step meetings;
Monthly: recognition of student(s)/character trait (Students of the Month)

Administration:

Weekly: School messenger

Monthly: Virtual/social media recognition awards, events; facilitate Student of the Month event

Support Staff:

Monthly: Coordinate Students of the Month event; supervise students for Students of the Month pictures; provide teachers with materials for Students of the Month; share Students of the Month and character trait information virtually/ physically.

Student Council members: Read daily schoolwide Morning Message and any weekly messages that include the character trait monthly focus.

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

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.

- EL communication supports via HSL, Google Translator, platforms, personnel.

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 in the Needs Assessment and 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 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.

- Variety of school events that are free/reduced cost
- Uniforms for sports provided by school
- Materials and supplies for participation provided by school (Awards, Certificates, incentives, sport uniforms, club materials and supplies)

Action 2

Title: Clubs, Arts, Athletics, Activities and Events

Action Details:

By May 2025,
all students will participate in student engagements quarterly.

Vinland will maintain and increase positive student engagement and participation in student-centered inclusive clubs, arts, athletics, activities and events. Vinland will increase community opportunities by expanding student-centered and real-world learning experiences. The Instructional Leadership Team (ILT), Climate and Culture Team (CCT), and administrative team will identify strategies to increase all students participation in enriching activities, analyze engagements rates with attention given to reducing disproportional participation, ensuring equity and access to all. Vinland will maintain and increase partnerships with district and community groups and organizations (Every Neighborhood School partner Campus Bible Church, University High, faith based organizations, Community Wellness Centers, etc).

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

Explain the Progress Monitoring and data used for this Action

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

ATLAS Engagement Tool

Owner(s):

Club Advisors
Teachers
After school program
Coaches
PLC
CCT
ILT
Admin

Timeline:

Quarterly
Updates via CCT , support staff and admin team

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

Fall and Spring Student Climate and Culture Survey

Owner(s):

ILT
CCT
Teachers
Admin

Timeline:

Near most recent survey administration

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

Detailed description of expenditures found in the budget report identified by this goal and action:

- Materials and supplies to support a wide-range of activities and parent involvement
- Train of Thought critical thinking skills training through chess

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.

English Learner student population is performing at the lowest level in areas of ELA and Math in red according to the CA Dashboard.

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 with priority access to certificated and classified tutoring and EL camps, weekly check support (classified/administrative/certificated), and materials and supplies for learning. EL students showcased at Literacy Nights

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 with annual ELPAC assessors in 2nd semester, equipment/ materials and supplies for learning, weekly check ins and incentives for check ins, supplemental contracts for additional EL tutoring, with annual ELPAC assessors in 2nd semester, equipment/ materials and supplies for learning, weekly check ins, and supplemental contracts for additional EL tutoring.

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

Teachers bringing more student centered and real world experiences to school.

ILT looking quarterly at student opportunities for real world learning experiences

ELOP coordinator continuing to provide after school enrichment opportunities to the site.

HSL and admin continuing to partner with community based organizations for Back to School Nights, Open House, and school events (Read Across America, etc)

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 PowerEl 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 **English Learner** student population is performing at the lowest level in areas of ELA in red according to the CA Dashboard

The **African American** student population is performing at the lowest level in areas of ELA and Math in red according to the CA Dashboard.

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

The **2 or More Races** student population is performing at the lowest level in areas of ELA and Math 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 **African American** students with priority access to certificated and classified tutoring and A4 Springboard tutoring, weekly check support (classified/ administrative/ certificated), and materials and supplies for learning.

With Title I funds we plan to support **English learner** students with priority access to certificated and classified tutoring and EL camps, weekly check support (classified/administrative/certificated), and materials and supplies for learning.

With Title I funds we plan to support **Students with Disabilities** with materials and supplies for class instruction and weekly check ins and support (classified/administrative/certificated).

With Title I funds we plan to support **2 or More Races** with cultural responsive teacher training.

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 **English learner** students with annual ELPAC assessors in 2nd semester, equipment/ materials and supplies for learning, weekly check ins and incentives for check ins, supplemental contracts for additional EL tutoring, with annual ELPAC assessors in 2nd semester, equipment/ materials and supplies for learning, weekly check ins, and supplemental contracts for additional EL tutoring.

With 7090 or 7091 funds we plan to support **African American** students with equipment/ materials and supplies for learning, weekly check ins and incentives for check ins, supplemental contracts for additional tutoring, equipment/ materials and supplies for learning, weekly check ins, and supplemental contracts for additional study trips and incentive trips and activities.

With 7090 or 7091 funds we plan to support **Students with Disabilities** with equipment/ materials and supplies for learning, weekly check ins and incentives for check ins, supplemental contracts priority for additional tutoring, equipment/ materials and supplies for learning, weekly check ins, and supplemental contracts for

additional study trips and incentive trips and activities, and swag/ apparel for participation in Special Olympics.

*With Title I funds we plan to support **2 or More Races** with cultural responsive teacher training.*

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

Teachers: CFA progress monitoring of targeted student group as well as all students.

PLCs: reflecting on individual teacher and grade level data on targeted student groups.

ILT: monitoring of metrics for targeted student group. Determining with teacher feedback professional learning and targeted actions to support increased achievement of the student groups.

ELOP/RCA: Weekly check ins with African American student group.

Tier II intervention specialist and Department of Prevention and Intervention facilitation of Young Men of Character and Girl Power groups.

1. Low Performing Students: Priority consideration for initiatives
2. **School wide progress monitoring will include targeted student groups such as** English Learner, African American, Students with disabilities (SWD), foster/homeless, low performing identified subgroups. Supports will be based on data.
3. Quarterly Data chats with PLC to progress monitor.
4. Professional Learning on supports for low performing such as (identifying the problem of practice, teacher assigned i-Ready online instruction to focus on student need, culturally relevant teacher planning for student learning, etc)
5. PLCs will include grade alike SPED teachers and other support staff to identify best practices and plan to improve student outcomes.
6. Students with Disabilities (SWD): inclusion in least restrictive environment with Road to Inclusion Action Team

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0470 Vinland Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies-student and staff materials. Student related spirit wear and items, school spirit upgrades with logos and design. G3A1, G1A1, G4A1	5,670.00

\$5,670.00

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	✓		33.4 %	2023-2024	20 %
Suspension Rate - Semester 1	✓	3.63 %	4.5 %	2023-2024	2 %
Suspension Rate - Semester 1 (African American)	✓		11.9 %	2023-2024	5 %
Suspension Rate - Semester 1 (Students w/ Disabilities)	✓		11.5 %	2023-2024	5 %

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.

23-24 Goals

Student Engagement in School and Community

- Based on Spring Survey CCT in Spring identified areas of need to improve in all 3 surveys for remainder of 23-24 and going into 2024-25 SPSA, 23-24 goal that "Vinland will maintain and increase the **Culture of Learning** (Tenet 1) and **Student Ownership** (Tenet 2) as measured by site planning tools (Instructional Practice Guide, school wide focus), annual district surveys (parent/staff/student), Power BI, ATLAS entries, and grades," being adjusted after feedback from surveys and ILT/staff.
- Staff training on second step and class meetings in semester 1 to launch SEL supports. 23-24 focus was "Vinland will maintain and increase the **Sense of Belonging** on campus by students, staff, and parents/guardians.
- increasing Survey Metrics in the areas of positive caring relationships between staff to student, student to student, student to staff, parent to staff, and staff to parent through Class/Morning meetings, Second Step, staff/student/parent connections a minimum of 1 time per week. All classrooms will participate in Class or Morning Meetings and Second Step lessons at least 1 time per week and have the meetings posted on classroom daily schedules.
- increasing clarity of school wide systems and structures about the benefits of low absenteeism, truancy, and suspension in partnership with individual teachers, CCT, TST as evidenced in teachers classrooms and communication to parents, school website, school wide social media, and campus.
- increase impact of positive school culture with academic

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

Vinland ATSI results showed following indicators in need:

Students with Disabilities (Distance from Standard)

African American ELA/Math scores, attendance, suspension rates

White suspension rates

2 or more races ELA/Math scores, attendance, suspension rates

- Coordination of PL and supervision of classrooms implementation of morning and class meeting showed some progress in all teachers implementing.
- 2nd semester African American and English learner students had a second mentoring by principal and ELOP coordinator on grades and attendance. Data collected is 1 quarter and needs more time to see effectiveness.
- Home School Liaison works with Fresno State professor(s) bringing tutoring to students afterschool. Majority of students are English Learners. Looking to support other targeted sub-groups in quarter 4 and beyond. Gave opportunity for students to connect to mentors.
- Tier II intervention specialist position unfilled as of January 11, 2024. Gap created less resources for students with SEL needs at this tier to see an adult for support during that time. Semester 2 have a person on site 2 days a week as of March 2024.
- 3rd/4th SDC teacher on leave as of December 2023. Implementation of class and morning meetings at this grade were provided by substitutes. Lack of consistency a factor.
- over 75+ new students to Vinland this year.
- Leveling in September 2023 increased 5 teachers to Vinland. All are certificated. Need to train at beginner level in Class and Morning Meetings.

- achievement/improvement awards/recognition in academics/arts/ athletics/activities.
- increase social awareness with school wide events (alternate recess, lunch time sports, during/after school events, family events, staff events, school spirit)."

Attendance:

1. 23-24 focus was "Vinland will increase overall average daily attendance to 95% or higher. Focus on positive student to teacher teacher to student and teacher to parent relationships. Quarterly communicating with parents and guardians as well as students that Attendance Matters and how to get Awesome Attendance (98% or higher by EOY). Shared decision making and collaboration with ILT, CCT, and TST teams to maintain and develop a multi-tiered system of support to increase attendance and decrease absences, tardies and late attendance."

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).

1. New staff on campus being trained in baseline site staff/morning meeting work from previous years.
2. CCT and ILT did school walks to observe implementation and next steps.
3. Chronic absenteeism increase this year. Students coming to school tardy and late being explored via TST.

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.

1. CCT to soft launch end of 23-24 in target 6th grade the new ATTENDANCE incentive that earns class popcorn parties.
2. Continue increase of mentors through Fresno State partners, church partners, and support staff with students for goal setting and attendance.
3. CCT organizing opportunities for staff on strategies for attendance and student engagement.
4. HSL providing parent meetings on student engagement and attendance.

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):
SSC: Students Start/Return:	ELAC Start/Keep:	Based on Staff Feedback Surveys Students

Carnival, monthly family and community events for free, materials and supplies for students and staff who support students. English Learner tutoring and academic support. Study and field trips for students. Krazy Karen.

English Learner Tutoring, English programs for students and families. Parent/Community Workshops

Keep:

Nearpod, Reflex/Frax, Teaching Fellows, Sora, Scholastic, Britannica School, Vinland Ventures, Generation Genius Science Supplemental, Ooka Island, Incentives for students, Treasure Box Incentive Teacher Support, Happy Numbers, Family Foundations, Tier)) Intervention Specialist, Headphones for students, Loaner Laptops at 3 to 4 per class, Club Opportunities (Peach Blossom, Chess, etc, Sports, school student materials, Splash Learn, Home School liaison, Resource Counselling Assistant, Fresno State Mentor Partnerships, ELOP coordinator support of EL check ins, medals/awards for student achievement, additions to study and field trips (giraffe petting, smores and games for camp, incentives for CiCO and mentoring participation, incentives for Wednesday and Friday attendance/WOW, and caught being good awards, materials and supplies for printers and machines for awards, recognition, supplies, monies to update broken or other items in need of repair, shirts and swag for students in programs/clubs/and organization on school including sports, Special Education uniforms/shirts for Special Olympics and SWD events, School Yard Rap, Grandparents Day, Continue lease for 2nd copier machine, PE certificated teacher, Dance Certificated Teacher, Partnership with Campus Bible Church, Good News Club.

Stop:

Science Curriculum, untrained or poorly trained Teaching Fellows, student planners, Nearpod, Frax, Scholastic First and Word, 3rd grade planners, Vinland Ventures

Start:

Gimkit, Mystery Science, Classkick, GetEpic, Field activity day, Jog A Thon, Generation Genius Math and Science, Scholastic Kid, TPT school access Magazine, Kindergarten Tee shirts for site words, Awards or items such as charms or bracelets for Kindergarten milestones (ABCs, sounds, counting to 100), extra support such as push in for translation for EL students, headphones for students, clubs, certificated reading teachers, STMath, Flocabulary, Brainpop Jr. schoolwide chess, braining camp, better quality headphones, heggerty, NEWSLA, Krazy Karen, popsicles, rootbeer floats, rallies, Secret Stories, Afterschool Tutoring, Young Men of Character, Girl Power, A4 Tutoring Program All Year

Action 1

Title: Student Engagement in School and Community

Action Details:

By May 2025,

Vinland will maintain and increase the **Culture of Learning** (Tenet 1) and **Student Ownership** (Tenet 2) as measured by site planning tools (Instructional Practice Guide, school wide focus), annual district surveys (parent/staff/student), Power BI, ATLAS entries, and grades.

Vinland will maintain and increase the **Sense of Belonging** on campus by students, staff, and parents/guardians.

- increasing Survey Metrics in the areas of positive caring relationships between staff to student, student to student, student to staff, parent to staff, and staff to parent through Class/Morning meetings, Second Step, staff/student/parent connections a minimum of 1 time per week. All classrooms will participate in Class or Morning Meetings and Second Step lessons at least 1 time per week and have the meetings posted on classroom daily schedules.
- increasing clarity of school wide systems and structures about the benefits of low absenteeism, truancy, and suspension in partnership with individual teachers, CCT, TST as evidenced in teachers classrooms and communication to parents, school website, school wide social media, and campus.
- increase impact of positive school culture with academic achievement/improvement awards/recognition in academics/arts/ athletics/activities.
- increase social awareness with school wide events (alternate recess, lunch time sports, during/after school events, family events, staff events, school spirit).

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

Instructional Practice Guides and Observations

Maintain and increase **Culture of Learning (Tenet 1) and Student Ownership (Tenet 3)** to 80% to 100% in the classroom/ teaching environments.

Owner(s):

Teachers
ILT/ CCT
Admin
Coach

Timeline:

Weekly

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

ATLAS Entries

Power BI

Implement school wide Behavioral Systems for Tier 1, 2, and 3.

Owner(s):

Teachers
CCT
Admin

Timeline:

Daily to Monthly

<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>System for providing counseling supports (SPSA: Clinical Social Worker, Resource Counseling Assistant) + Psychologist and Tier II Intervention Specialist (not site funded) shared with staff and utilized in a systematic procedure through a Universal Screener.</p> <p>Data:</p> <p>TST agendas</p> <p>ATLAS Data</p> <p>Power BI data</p>	<p>Owner(s):</p> <p>TST</p> <p>Vendors</p> <p>Admin</p>	<p>Timeline:</p> <p>Monthly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Increasing Positive Student Relationships</p> <ul style="list-style-type: none">• Implement classroom structures/ schedules/expectation/ agreements: (class schedule, appropriate physical setting, teacher attention signals, beginning and ending routines, procedures for managing student work, and strategies for getting student to be academically engaged during independent times.)• Implement student communication avenues via Class Meetings, Second Step lessons, Morning Meetings <p>as measured by</p> <ul style="list-style-type: none">• Teacher Verification Form• Teacher Class Schedules Submitted (quarterly)• Instructional Practice Guide (IPG) -in planning and observation	<p>Owner(s):</p> <ul style="list-style-type: none">• Teachers• Support Staff in classrooms• Admin	<p>Timeline:</p> <p>Daily</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Celebrate students academic achievement & improvement</p> <p>1. Defined by PLC/ACs and PLC groups on site</p> <p>Increase impact of positive school culture with academic achievement/improvement awards/recognition in academics/arts/ athletics/activities.</p> <p>Data:</p> <p>Engagements</p>	<p>Owner(s):</p> <ul style="list-style-type: none">• Teachers• NTAs• Administrators	<p>Timeline:</p> <p>Quarterly</p>

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

Increase Staff and Community Sense of Belonging through

- Attendance incentives (prizes, recognition, phone calls, etc) to students based on PLC/AC/school criteria. As monitored by ADA rate, suspension/expulsion rate, discipline referral).
- Celebrate PLC/AC and school benchmarks/milestones accomplished
- Character Trait Monthly Focus incentives (certificates, pencils)
- Materials and Supplies for Students of the Month Awards, Luncheon, and Student of the Month recognition (medals, pencils, tables, etc)
- Materials and supplies for student engagement and connectedness (Awards Assemblies (Quarterly), Character Counts, WOW Awards, Caught Being Good, Golden Tickets, Red Ribbon Week, Book Fair, SOM Awards and luncheons, Club Vinland, Pastries with Parents, Science/ Math/ Reading Nights, Bingo Nights, Winter and Spring Programs, Career Day 4th-6th grade, study trips, Sports and athletics, Art (Music/ Dance/ Drama), Talent Show, Clubs (Good News, Young Men of Character, Girl Power, BSU) Mentoring/ Tutoring (Tuesday Tutors, Homework Club, math mentors/tutors, etc.)
- Arts integrated lessons to encourage motivation
- Student Leadership and Class Council (feedback, create signs, assist at school activities and functions)
- Rallies and assemblies to share student videos, communication, and display advertising of school wide Guidelines for Success, rules, behaviors and expectations in common areas and in the classroom
- Vinland Ventures school-wide incentive program that promotes attendance and supports students in feeling connected to school
- Movie Night and Dance materials and supplies (decorations, iTunes music, popcorn machine, snow cone machine, ice machine, extra time for CSA, supplemental contracts for certificated and classified staff)

Parents:

- Newsletters
- Home school liaison to communicate with
- Virtual communication
- School messenger
- Parent translation
- Administrative/clerical support (Office Hours M-F)

Staff:

- Monthly staff events
- Staff recognition
- Staff celebration; PLC/AC celebration

Owner(s):

Staff and Administrative

Timeline:

Monthly

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

- Maintenance and repairs of technology
- Resource Counseling Assistant (RCA) supporting Social Work services
- Food for events
- Clinical Social Worker, Psychologist, and Resource Counseling Assistant services in support of mental health, wellness, and healing

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.

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 1 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.

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.

Action 2

Title: Attendance

Action Details:

Vinland will increase overall average daily attendance to 95% or higher. Focus on positive student to teacher teacher to student and teacher to parent relationships. Quarterly communicating with parents and guardians as well as students that Attendance Matters and how to get Awesome Attendance (98% or higher by EOY). Shared decision making and collaboration with ILT, CCT, and TST teams to maintain and develop a multi-tiered system of support to increase attendance and decrease absences, tardies and late attendance.

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

Power BI

Owner(s):

Teachers

CCT and ILT

CWAS

Admin

Timeline:

Quarterly review by CCT and ILT

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

Fall and Spring Climate and Culture Surveys

Owner(s):

CCT / ILT

Admin

Timeline:

Quarterly review by CCT and ILT

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

ATLAS Attendance

GLIMPSE

Owner(s):

Teachers

Admin

Designated Classified

Timeline:

1. Teacher turning in timely absence notes to office
2. Teachers initiating parent phone calls for absent (teacher to parent communication)
3. Daily attendance calls by OA
4. OA Weekly management of absent students and as needed parent phone calls.
5. OA SARB process/ attendance process
6. OA monitoring students on transfers daily attendance
7. CWAS Tier 2 Parent phone calls of severely chronically absent students with ATLAS documentation
8. OA/ HSL/RCA/CWAS home visits of severely chronically absent students with ATLAS documentation

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

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.

English Learner student population is performing at the lowest level in areas of ELA in red according to the CA Dashboard.

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 with priority access to certificated and classified tutoring and EL camps, weekly check support (classified/administrative/certificated), and materials and supplies for learning.

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 with annual ELPAC assessors in 2nd semester, equipment/ materials and supplies for learning, weekly check ins and incentives for check ins, supplemental contracts for additional EL tutoring, with annual ELPAC assessors in 2nd semester, equipment/ materials and supplies for learning, weekly check ins, and supplemental contracts for additional EL tutoring.

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

Teachers: CFA progress monitoring of EL student group as well as all students.

PLCs: reflecting on individual teacher and grade level data on EL student group.

ILT: monitoring of metrics for EL student group. Determining with teacher feedback professional learning and targeted actions to support increased achievement of EL student group.

ELOP/RCA: Weekly check ins with EL student group.

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 Power BI 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 **African American** student population is performing in the red according to the CA Dashboard on suspension.

The **Students with Disabilities** student population is performing in the red according to the CA Dashboard on suspension.

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

With Title I funds we plan to support **African American** students with priority access to certificated and classified tutoring and A4 Springboard tutoring, weekly check support (classified/ administrative/ certificated), and materials and supplies for learning.

With Title I funds we plan to support **English Learner** students with priority access to certificated and classified tutoring and EL camps, weekly check support (classified/administrative/certificated), and materials and supplies for learning.

With Title I funds we plan to support **Students with Disabilities** with materials and supplies for class instruction and weekly check ins and support (classified/administrative/certificated).

With Title I funds we plan to support **2 or More Races** with cultural responsive teacher training.

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 **English learner** students with annual ELPAC assessors in 2nd semester, equipment/ materials and supplies for learning, weekly check ins and incentives for check ins, supplemental contracts for additional EL tutoring, with annual ELPAC assessors in 2nd semester, equipment/

Additional supports for students designated EL

1. Data analyzed during PL and PLCs used to plan implement and reflect on behalf of the student group.
2. Designated and Integrated ELD instruction will be provided daily.
3. Quarterly monitoring of EL achievement.
4. Supplemental contracts for EL afterschool intervention will be provided based upon student needs with a program.
5. Supplemental contracts for ELPAC assessors.

Additional supports for students designated RFEP

1. Quarterly monitoring of students Reclassified Fluent English Proficient (RFEP) for at least 2 years.
2. Goal setting chats with RFEP students toward English proficiency

Additional Staff Supports

1. Ongoing Professional Learning for teachers will be provided to review ELPAC requirements and procedures, EL best practices, and strategies to improve Tier I, Tier II, and Tier III for ELs. Wonders EL training by EL department / ELA department

Additional Parent Supports to communicate regarding EL progress and achievement.

1. Home School Liaison
2. Parent translation and oral communication in other languages (Propio).

materials and supplies for learning, weekly check ins, and supplemental contracts for additional EL tutoring.

*With 7090 or 7091 funds we plan to support **African American** students with equipment/ materials and supplies for learning, weekly check ins and incentives for check ins, supplemental contracts for additional tutoring, equipment/ materials and supplies for learning, weekly check ins, and supplemental contracts for additional study trips and incentive trips and activities.*

*With 7090 or 7091 funds we plan to support **Students with Disabilities** with equipment/ materials and supplies for learning, weekly check ins and incentives for check ins, supplemental contracts priority for additional tutoring, equipment/ materials and supplies for learning, weekly check ins, and supplemental contracts for additional study trips and incentive trips and activities, and swag/ apparel for participation in Special Olympics.*

*With Title I funds we plan to support **2 or More Races** with cultural responsive teacher training.*

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

Teachers: CFA progress monitoring of targeted student group as well as all students.

PLCs: reflecting on individual teacher and grade level data on targeted student groups.

ILT: monitoring of metrics for targeted student group. Determining with teacher feedback professional learning and targeted actions to support increased achievement of the student groups.

ELOP/RCA: Weekly check ins with African American student group.

Tier II intervention specialist and Department of Prevention and Intervention facilitation of Young Men of Character and Girl Power groups.

1. Low Performing Students: Priority consideration for initiatives
2. **School wide progress monitoring will include targeted student groups such as** English Learner, African American, Students with disabilities (SWD), foster/homeless, low performing identified subgroups. Supports will be based on data.
3. Quarterly Data chats with PLC to progress monitor.
4. Professional Learning on supports for low performing such as (identifying the problem of practice, teacher assigned i-Ready online instruction to focus on student need, culturally relevant teacher planning for student learning, etc).
5. PLCs will include grade alike SPED teachers and other support staff to identify best practices and plan to improve student outcomes.
6. Students with Disabilities (SWD): inclusion in least restrictive environment with Road to Inclusion Action Team

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0470 Vinland Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Guidance & Counseling Services	Crt Pupil-Reg	Clinical School Social Worker	0.4250	Clinical School Social Worker, Split 0.5 Vinland (7090/0.5104 and 7091/.0896) and 0.5 DPI.	81,689.00
G3A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.8750	Resource Counseling Assistant	65,976.00
G3A1	LCFF: EL	Instruction	Mat & Supp			EL materials and supplies-Student and staff materials. Staff related spirit wear and items, school spirit upgrades with logo and design.	3,040.00
G3A1	LCFF: EL	Instruction	Nc-Equipment			Equipment for EL support.	1,000.00
G3A1	LCFF: EL	Guidance & Counseling Services	Crt Pupil-Reg	Clinical School Social Worker	0.0750	Clinical School Social Worker, Split 0.5 Vinland (7090/0.5104 and 7091/.0896) and 0.5 DPI.	14,415.00
G3A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.1250	Resource Counseling Assistant	9,424.00
G3A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Ext			Classified extra support time.	500.00

\$176,044.00

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	✓	84.43 %	83.4 %	2023-2024	84.5 %

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 Capacity Building:

Staff did not continue with targeted Cultural Proficiency Training for building teacher and staff capacity on culturally responsive strategies and learning. Use of School Yard Rap programs throughout year with students in afterschool program and to send 5th and 6th grade students to Moor than a Month in February 2024 with parents/SSC members. Well received. Administration participated in Culturally Responsive conferences. Professional Learning for TK-1st centered on foundational skills and science. 2nd-6th on writing, fiab/iab and assessment, and science. TK-1st in Reading by First Grade Lit 6 PL training on phonemic awareness, phonics and small groups.

Staff Recruitment:

Positive movement of classified into other roles. Paraprofessional became a substitute teacher, 2 new teachers became lead teachers of grade levels. 5 Master teachers at Vinland are training teacher interns. Affinity mentoring of teacher on site for 24-25 school year. Continued partnership with Every Neighborhood Partners (gift to staff, parking lot sharing, joint events, Promotion ceremony, school beautification).

Staff Retention:

Outside of staff moving due to leveling or school number changes in Feb 2024, all but 1 staff member are remaining at Vinland. Based on staff feedback in step 4, staff morale building, team building, and staff appreciation is requested.

2

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

This year embedded in 1st quarter regarding staff participating in cultural proficiency training in 23-24 year.

Fall Staff Survey = 40 responses and Spring Staff Survey = 36 responses Survey results that indicate at concern range:

- Spring Staff Survey: -17 to 75% for school helping students regulate emotions; -7 to 71% for students knowing how to change based on feedback, -12 to 69% for students believing they can overcome hard challenges; -12 to 63% for student being able to goal set, -14 to 56% for student preparation for the real world, -16 to 66% for feeling valued, -2 to 62% for feeling valued, -14 to 59% say families feel as partners.
- Spring Student Survey: Overall question scores range from the 60's to the 90s in percent. +1 to 65% feel school teaches how to manage emotions; -5 to 63% feel school teaches lessons connected to life, -9 to 58% feel they have a voice at school, -1 to 70% feel they belong at school, -7 to 76% feel there is an adult that cares about them at the school, -1 to 61% feel students care about each other, -5 to 66% feel adults enjoy being at school, -2 to 69% feel they are treated fairly, 20 students feel they are bullied 1 time a week and 190 students feel not at all.
- Spring Parent Survey: Overall question scores for most of parent responses in 80s to 90s in percent overall. -5 to 73% feel school is preparing their child for the real world, -2 to 74% feel their child has a voice at school, -7 to 83% feel student at the school care about each other, 78% feel they are a partner in their child's schooling.

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).

Intended to increase staff percentages this year. Did not meet our goal.

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.

- 1. Student voice opportunities
- 2. Bullying prevention support
- 3. Staff recognition (more)
- 4. Character support for students
- 5. Parents as partners in their child’s education.
- 6. Cultural proficiency training imbedded into PL and admin messaging monthly
- 7. Off site staff gatherings
- 8. Staff morale boosting ideas/ continue Sunshine committee

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).

Offered input
Staff coming to school events.
Staff being a part of the school carnival.

2 ELAC:

Offered input for Staff
Did not have ideas/suggestions

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

Staff

Keep

Sunshine Club, Custom Made Certificates, Tutoring Opportunities, Kinder having TF, Planning days, Amazon as a vendor for site funds, Oriental Trading Co, Instructional Coach, Potlucks, Resource Counseling Assistant, ELPAC Assessors, Substitute coverage, Hawks Nest, Meals for Teachers, Need a Staff Common Area, Subscriptions such as Nearpod/ Reflex/ Frax/ Splash Learn/ Generation Genius.

Start

Team Building activities, staff recognition (regularly), more staff morale building, Tutoring opportunities all year, Teacher materials by request (not pre bought), Heggerty training, 6 hour aide for each kinder teacher, TPT resources and access, Staff resources for Vinland Ventures, Extreme behavior support, coffee room, color printer, coffee/tea bar, PE equipment, Site based PE teacher, more student computers, NTA running water day without teachers, CT,

planning days for teachers, no yard duty, Art teacher

Stop

Focus 5 Art, Meeting every other week want to meet 1 time a month, n/a, I don't know, Not Applicable, stop snacks and meals, Nothing for now, Not Sure, Dropping off random materials in the library.

Action 1

Title: Recruit & retain diverse staff reflecting community

Action Details:

By May 2025

100% of staff hired for teaching positions, selecting from a diverse pool of applicants. Hiring will include questions that center with inclusionary strategies and experience, fostering student and parent relationships, and instructional practices that are culturally responsive.

Train and support all staff in school initiatives to support student and family engagement in education.

Recognize staff for meeting targets and growth for students and grade level.

Tier 1:

Staff Capacity Building: Staff Cultural Proficiency Professional Learning and supports with incorporating current primary resource material resources that reflect student community. Teacher and grade level use of supplemental curriculum through site licenses, books, and/or digital supports in connection to primary resources and GVC. Building teacher and supporting staff capacity on culturally responsive teaching strategies and learning. Partnering with vendors, guest speakers, and district personnel to promote culturally responsive pedagogy. Conferences for staff and admin team to attend in diversity and equity when available based on budget. Continued Professional Learning in core content instruction, physical education, social and emotional student and staff needs, and student engagement.

Staff Recruitment: Encourage staff from within to enter roles and opportunities at school (classified into certificated roles, certificated into ILT, CCT, and school academic / social roles). Mentor and recruit through the teacher pathways at FUSD High Schools for entry positions (NTA, volunteer, etc). Build Connections in FUSD Teacher Development to mentor new recruits or identified certificated and classified candidates. Identify parents/guardians, Every Neighborhood Partners and community groups to volunteer or hire into open positions on site. Mentoring for all staff who are new to Vinland (classified and certificated) with staff members on site as a primary and within FUSD as a secondary.

Tier 2: Professional learning and application on developing positive behaviors and practices for students and families that lead to school success and a successful path to graduation.

Tier 3: RCA/ Tier II Intervention Specialist/ meeting with small groups of students to improve social skills. Promoting activities that lead to positive connections to school and staff for students and the community. HSL will work with groups of parents to provide parent education related to the specific needs of our at risk students and our school community.

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Tier 1:</p> <p>Staff Capacity Building: Staff Cultural Proficiency Professional Learning and supports with incorporating current primary resource material resources that reflect student community. Teacher and grade level use of supplemental curriculum through site licenses, books, and/or digital supports in connection to primary resources and GVC. Building teacher and supporting staff capacity on culturally responsive teaching strategies and learning. Partnering with vendors, guest speakers, and district personnel to promote culturally responsive pedagogy. Conferences for staff and admin team to attend in diversity and equity when available based on budget. Continued Professional Learning in core content instruction, physical education, social and emotional student and staff needs, and student engagement.</p>	<p>Owner(s):</p> <p>Teachers- Participation and application of Culturally Proficient Pedagogy within classroom</p> <p>Admin: Securing vendors, guest speakers, conference opportunities</p>	<p>Timeline:</p> <p>Quarterly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Tier 1:</p> <p>Staff Recruitment: Encourage staff from within to enter roles and opportunities at school (classified into certificated roles, certificated into ILT, CCT, and school academic / social roles). Mentor and recruit through the teacher pathways at FUSD High Schools for entry positions (NTA, volunteer, etc). Build Connections in FUSD Teacher Development to mentor new recruits or identified certificated and classified candidates. Identify parents/guardians, Every Neighborhood Partners and community groups to volunteer or hire into open positions on site. Mentoring for all staff who are new to Vinland (classified and certificated) with staff members on site as a primary and within FUSD as a secondary.</p>	<p>Owner(s):</p> <p>Admin: Working collaboratively with site departments</p> <p>All staff: Looking for and actively recruiting candidates</p>	<p>Timeline:</p> <p>Monthly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Tier 2: Professional learning and application on developing positive behaviors and practices for students and families that lead to school success and a successful path to graduation. Conferences for staff and admin team to attend in diversity and equity when available based on budget.</p>	<p>Owner(s):</p> <p>Admin: PL organization</p> <p>Certificated and classified: participation in PL</p>	<p>Timeline:</p> <p>quarterly</p>
<p>Trainings for classified and certificated to join meeting together (subs for class)</p>		
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Tier 3: RCA/ CWAS/ meeting with small groups of students to improve social skills. Promoting activities that lead to positive connections to school and staff for students and the community. HSL will work with groups of parents to provide parent education related to the specific needs of our at risk students and our school community.</p>	<p>Owner(s):</p> <p>RCA/CWAS - small group student learning</p> <p>HSL-parent education and support</p>	<p>Timeline:</p> <p>Monthly</p>
<p>Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):</p> <p>Refer to the Vinland SPSARP 510/520/530 report for detailed information regarding the planned expenditures listed below in support of this action:</p> <ul style="list-style-type: none">• Teacher Supplemental Contracts to support professional learning, instruction and parent involvement• Administrative subs to support staff• Supplemental custodial supplies		

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.

Additional supports for students designated EL

- 1. Data analyzed during PL and PLCs used to plan implement and reflect on behalf of the student group.
- 2. Designated and Integrated ELD instruction will be provided daily.
- 3. Quarterly monitoring of EL achievement.
- 4. Supplemental contracts for EL afterschool intervention will be provided based upon student needs.
- 5. Supplemental contracts for ELPAC assessors will be utilized.

Additional supports for students designated RFEP

- 1. Quarterly monitoring of students Reclassified Fluent English Proficient (RFEP) for at least 2 years.
- 2. Goal setting chats with RFEP students toward English proficiency

Additional Staff Supports

- 1. Ongoing Professional Learning for teachers will be provided to review ELPAC requirements and procedures, EL best practices, and strategies to improve Tier I, Tier II, and Tier III for ELs.

Additional Parent Supports

- 1. Home School Liaison
- 2. Parent translation and oral communication in other languages (platforms, personnel, Google)

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.

1. **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 **English Learner** student population is performing at the lowest level in areas of ELA in red according to the CA Dashboard*

*The **African American** student population is performing at the lowest level in areas of ELA and Math in red according to the CA Dashboard.*

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

*The **2 or More Races** student population is performing at the lowest level in areas of ELA and Math 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 **African American** students with priority access to certificated and classified tutoring and A4 Springboard tutoring, weekly check support (classified/ administrative/ certificated), and materials and supplies for learning.*

*With Title I funds we plan to support **English learner** students with priority access to certificated and classified tutoring and EL camps, weekly check support (classified/administrative/certificated), and materials and supplies for learning.*

*With Title I funds we plan to support **Students with Disabilities** with materials and supplies for class instruction and weekly check ins and support (classified/administrative/certificated).*

*With Title I funds we plan to support **2 or More Races** with cultural responsive teacher training.*

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 **English learner** students with annual ELPAC assessors in 2nd semester, equipment/ materials and supplies for learning, weekly check ins and incentives for check ins, supplemental contracts for additional EL tutoring, with annual ELPAC assessors in 2nd semester, equipment/ materials and supplies for learning, weekly check ins, and supplemental contracts for additional EL tutoring.*

*With 7090 or 7091 funds we plan to support **African American** students with equipment/ materials and supplies for learning, weekly check ins and incentives for check ins, supplemental contracts for additional tutoring, equipment/ materials and supplies for learning, weekly check ins, and supplemental contracts for additional study trips and incentive trips and activities.*

*With 7090 or 7091 funds we plan to support **Students with Disabilities** with equipment/ materials and supplies for learning, weekly check ins and incentives for check ins, supplemental contracts priority for additional tutoring, equipment/ materials and supplies for learning, weekly check ins, and supplemental contracts for additional study trips and incentive trips and activities, and swag/ apparel for participation in Special Olympics.*

*With Title I funds we plan to support **2 or More Races** with cultural responsive teacher training.*

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

Teachers: CFA progress monitoring of targeted student group as well as all students.

PLCs: reflecting on individual teacher and grade level data on targeted student groups.

ILT: monitoring of metrics for targeted student group. Determining with teacher feedback professional learning and targeted actions to support increased achievement of the student groups.

ELOP/RCA: Weekly check ins with African American student group.

Tier II intervention specialist and Department of Prevention and Intervention facilitation of Young Men of Character and Girl Power groups.

1. Low Performing Students: Priority consideration for initiatives
2. **School wide progress monitoring will include targeted student groups such as** English Learner, African American, Students with disabilities (SWD), foster/homeless, low performing identified subgroups. Supports will be based on data.
3. Quarterly Data chats with PLC to progress monitor.
4. Professional Learning on supports for low performing such as (identifying the problem of practice, teacher assigned i-Ready online instruction to focus on student need, culturally relevant teacher planning for student learning, etc)
5. PLCs will include grade alike SPED teachers and other support staff to identify best practices and plan to improve student outcomes.
6. Students with Disabilities (SWD): inclusion in least restrictive environment with Road to Inclusion Action Team

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0470 Vinland Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for certificated planning, ILT/CCT/inclusion planning, instructional walks. **No IEPs**	29,700.00
G4A1	Title 1 Basic	Instruction	Ins Aide-Sub			Instructional aid classified subs for training.	3,600.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			Subs for instruction-Certificated planning, ILT/CCT/Inclusion planning, instructional walks, 504/IEP/SST meetings.	7,920.00
G4A1	Sup & Conc	Instruction	Direct-Maint			Direct maintenance of site related equipment and materials. G2A1	1,500.00
G4A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Substitute for administration.	12,000.00
G4A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Classified supplemental-Parent related events.	500.00
G4A1	Sup & Conc	Parent Participation	Mat & Supp			: Parent related events materials and supplies.	1,000.00
G4A1	Sup & Conc	Health Services	Cust Supply			Custodial supplies.	250.00
G4A1	Sup & Conc	Food Services	Direct-Food			Food-FUSD for events. G2A1-2, G3A1, G1A1-3, G5A1	3,000.00

\$59,470.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	88.1 %	83.4 %	2023-2024	88.5 %

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.

Intended in 23-24

Tier 1: Family Engagement and Parent University courses. Parents/ guardians have the opportunity to connect with teachers and through the office for support staff/admin. Parents/ guardians can request meetings or information throughout the year. Communication about school wide events will occur via Parent Square and Peachjar throughout the year. Parent / guardian encouragement to participate in Back to School Night, SSC, ELAC, Family Engagement Hour, Open House, Arts/ Activities/ Athletics, School Club activities, awards celebrations and Educational Centered Parent Meetings and Nights.

Actual/ Reflection:

1. Yes to monthly Family Engagement and Parent University courses. Attendance range between 12-15 parents avg.
2. Parent communication with forms to connect with admin (new). Switch to Parent Square this year as main staff communication stream. Currently 613 of 625 families connected.
3. Parent attendance at events celebrations and awards ceremonies is strong.

Intended 23-24:

All parents / guardians have access to trainings and Information regarding Parent Portal ATLAS, Edu text, grades, at site trainings such as Parent University trainings. All parents will learn about accessing Parent Square, school website, and Peachjar. All parents will have access to digital Google Translator platform and Spanish translation for parent meetings as needed. All parents will have access and be notified of parent surveys to help inform school wide needs. Trainings and information on how to access throughout the year.

Actual/ Reflection:

1. Parent Square and how to check student grades on ATLAS main trainings throughout the year.
2. Proprio platform used for language translation by all staff.
3. Information on trainings on parent square and main bulletin boards on campus.

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

Vinland ATSI results showed following indicators in need:

Students with Disabilities (Distance from Standard)

African American ELA/Math scores, attendance, suspension rates

White suspension rates

2 or more races ELA/Math scores, attendance, suspension rates

1. Coordination of PL and supervision of classrooms implementation of morning and class meeting showed some progress in all teachers implementing.
2. 2nd semester African American and English learner students had a second mentoring by principal and ELOP coordinator on grades and attendance. Data collected is 1 quarter and needs more time to see effectiveness.
3. Home School Liaison works with Fresno State professor(s) bringing tutoring to students afterschool. Majority of students are English Learners. Looking to support other targeted sub-groups in quarter 4 and beyond. Gave opportunity for students to connect to mentors.
4. Tier II intervention specialist position unfilled as of January 11, 2024. Gap crated less resources for students with SEL needs at this tier to see an adult for support during that time. Semester 2 have a person on site 2 days a week as of March 2024.
5. 3rd/4th SDC teacher on leave as of December 2023. Implementation of class and morning meetings at this grade were provided by substitutes. Lack of consistency a factor.
6. over 75+ new students to Vinland this year.
7. Leveling in September 2023 increased 5 teachers to Vinland. All are certificated. Need to train at beginner level in Class and Mbrning Meetings.

Tier 2: Parents will be notified of student's SBAC, ELPAC and iReady test scores with an explanation to what is expected at grade level and what parents can do at home for intervention. Parents will be given information on how students are assessed. Parents will know which goal 2 activities their child is enrolled in and opportunities to engage in other activities. Parents will have opportunities to engage in workshops to train from district and site trainings and other digital resources to support students at home. October/ November parent training will offer school of choice informational meetings and assistance families in completing documents before due dates in December.

1. Communicated on parent square. Parent Square is largest platform for communication that is regularly used at site.

Tier 3: Parent meetings on attendance will be conducted monthly. Parents will be given opportunities for support for at risk students. HSL/Office Aide/ RCA/ CWAS will contact parents for SARB meetings. Vice Principal will oversee the Targeted Support Team and utilize the team to contact manageable students' parents and encourage good attendance. OA & HSL will contact parents in regards to attendance and truancy. RCA/ HSL/CWAS and Office Aide will communicate through phone calls and home visits to parents and families as a resource to improve student engagement and attendance. Parents will have opportunities for teacher meetings as well as admin, teacher, student meetings. Parents will meet with administration prior to students with social/emotional/suspension reentry after incidents.

Actual:

1. Parent / Guardian attendance meetings conducted by Office Aide. HSL conducts home visits.
2. TST active in 7 of 9 months of this year. Jan/ Feb less active (Tier II adjustment of personnel).
3. Parent / guardian meetings with staff and admin throughout the year.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Actual/ Reflection:

1. Yes to monthly Family Engagement and Parent University courses. Attendance range between 12-15 parents avg. Higher than previous year of 4-6 average.
2. Parent communication with forms to connect with admin (new). Switch to Parent Square this year as main staff communication stream. Currently 613 of 625 families connected.
3. Parent attendance at events celebrations and awards ceremonies is strong.

Actual/ Reflection:

1. Parent Square and how to check student grades on ATLAS main trainings throughout the year.
2. Proprio platform used for language translation by all staff.
3. Information on trainings on parent square and main bulletin boards on campus.

Actual/ Reflection:

1. Communicated on parent square. Parent Square is largest platform for communication that is regularly used at site.

Actual:

1. Parent / Guardian attendance meetings conducted by Office Aide. HSL conducts home visits.
2. TST active in 7 of 9 months of this year. Jan/ Feb less active (Tier II adjustment of personnel).

3. Parent / guardian meetings with staff and admin throughout the year.

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.

- 1. Student group parent meetings and trainings.
- 2. 30 minute Family Engagement Meetings in morning to encourage parent / guardian attendance.
- 3. Parent Square to remain platform for communication (school wide).
- 4. Proprio for language translation.
- 5. Active TST for implementation of supports for students.
- 6. Attendance incentives via CCT and staff and progress monitoring.

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).

SSC:

Start/Return:

Carnival, monthly family and community events for free, materials and supplies for students and staff who support students. English Learner tutoring and academic support. Study and field trips for students. Krazy Karen. More staff involvement in tutoring and events on campus.

2 ELAC:

ELAC

Start/Keep:

English Learner Tutoring, English programs for students and families. Parent/Community Workshops

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

Start for Families:

Carvival/Carnival Booths to help raise funds for classrooms; carnivals and fundraising events Start PTC Movie Nights Mobile FLATS days; Incentives for parents participation in meetings (pizza vouchers) Incentives for students to bring back surveys etc. (Pencil?); School Carnival or Movie night, donuts with dad or Muffins with mom, Donuts with grownups, PTA, parenting classes, multi-cultural night, movie night

STOP:

Tutoring for students by teachers.

KEEP:

A4 program HSL Family informational meetings Supplemental contracts for tutoring Summer School at Vinland; Sub for planning days, Parent Nights, Home School Liaison, Literacy Night and other activities hosted by the Home School liaison, parent university, family book checkouts. library events (book fairs, contest, etc.).

Action 1

Title: Family Engagement in Student Education

Action Details:

by May 2025, Vinland will increase attendance and participation in inclusive opportunities for families to engage in student education.

Tier 1: Family Engagement and Parent University courses. Parents/ guardians have the opportunity to connect with teachers and through the office for support staff/admin. Parents/ guardians can request meetings or information throughout the year. Communication about school wide events will occur via Parent Square and Peachjar throughout the year. Parent / guardian encouragement to participate in Back to School Night, SSC, ELAC, Family Engagement Hour, Open House, Arts/ Activities/ Athletics, School Club activities, awards celebrations and Educational Centered Parent Meetings and Nights.

All parents / guardians have access to trainings and Information regarding Parent Portal ATLAS, Edu text, grades, at site trainings such as Parent University trainings. All parents will learn about accessing Parent Square, school website, and Peachjar. All parents will have access to digital Google Translator platform and Spanish translation for parent meetings as needed. All parents will have access and be notified of parent surveys to help inform school wide needs. Trainings and information on how to access throughout the year.

Tier 2: Parents will be notified of student’s SBAC, ELPAC and iReady test scores with an explanation to what is expected at grade level and what parents can do at home for intervention. Parents will be given information on how students are assessed. Parents will know which goal 2 activities their child is enrolled in and opportunities to engage in other activities. Parents will have opportunities to engage in workshops to train from district and site trainings and other digital resources to support students at home. October/ November parent training will offer school of choice informational meetings and assistance families in completing documents before due dates in December.

Tier 3: Parent meetings on attendance will be conducted monthly. Parents will be given opportunities for support for at risk students. HSL/Office Aide/ RCA/ CWAS will contact parents for SARB meetings. Vice Principal will oversee the Targeted Support Team and utilize the team to contact manageable students’ parents and encourage good attendance. OA & HSL will contact parents in regards to attendance and truancy. RCA/ HSL/CWAS and Office Aide will communicate through phone calls and home visits to parents and families as a resource to improve student engagement and attendance. Parents will have opportunities for teacher meetings as well as admin, teacher, student meetings. Parents will meet with administration prior to students with social/emotional/suspension reentry after incidents.

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

Annual Opportunities for parent/ guardian/ family communication **Tier 1:** Parents/ guardians have the opportunity to connect with teachers and through the office for support staff/admin. Parents/ guardians can request meetings or information throughout the year. Communication about school wide events will occur via Parent Square and Peachjar throughout the year parents can participate in Back to School Night, SSC, ELAC, Family Engagement, Open House, student activities in Arts/ Activities/ Athletics, School Club activities, awards celebrations and Educational Centered Parent Meetings and Nights.

Owner(s):

- Teacher - Communicate with parents (ongoing)
- Office Staff - Take calls/ messages and email or use forms survey
- Support Staff - Organize and participate in facilitating parent/guardian meetings
- Admin- Overseeing all events

Timeline:

Monthly

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

Tier 1: All parents / guardians have access to trainings and Information regarding Parent Portal ATLAS, Edu text, grades, at site trainings such as Parent University trainings. All parents will have access to the Parent Square, school website, and Peachjar. All parents will have access interpreters for parent meetings as needed. All parents will have access and be notified of parent surveys to help inform school wide needs. Trainings and information on how to access throughout the year.

Owner(s):

- Teachers: Provide site/district resource of information
- Support Staff: Provide site/district resource of information
- Admin- Provide site/district resource of information

Timeline:

Weekly

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

Tier 2: Parents will be notified of student's grades/ effort, SBAC, ELPAC and iReady test scores with an explanation to what is expected at grade level and what parents can do at home for intervention. Parents will be given information on how students are assessed. Parents will know which goal 2 activities their child is enrolled in and opportunities to engage in other activities. Parents will have opportunities to engage in workshops to train from district and site trainings and other digital resources to support students at home. October/ November parent training will offer school of choice informational meetings and assistance families in completing documents before due dates in December.

Owner(s):

Teachers: grades, effort, iReady/ ELPAC/ SBAC test score information

Timeline:

Weekly

Support Staff - HSL: Parent Training facilitator and organizer

Admin: Providing information on Vinland Class Dojo, Vinland Facebook, school website, school messenger, Peachjar.

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

Tier 3: Parent meetings on attendance will be conducted monthly. Parents will be given opportunities for support for at risk students. HSL/Office Aide/ RCA/ CWAS will contact parents for SARB meetings. Vice Principal will oversee the Targeted Support Team and utilize the team to contact manageable students' parents and encourage good attendance. OA & HSL will contact parents in regards to attendance and truancy. RCA/ HSL/CWAS and Office Aide will communicate through phone calls and home visits to parents and families as a resource to improve student engagement and attendance. Parents will have opportunities for teacher meetings as well as admin, teacher, student meetings. Parents will meet with administration prior to students with social/emotional/suspension reentry after incidents.

Owner(s):

Teachers: Inputting attendance daily on time. Meeting with parents regarding requests

Timeline:

Weekly

HSL/Office Aide/ RCA/ CWAS: will contact parents for SART meetings and attendance and truancy concerns

Admin: Power BI information, parent meetings

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

- Materials and supplies to support parent involvement
- Graphics to support parent communication
- Teacher subs supporting parent communication and participation
- Supplemental contracts for classified staff to support parent involvement, including babysitting and translation
- Extra time for staff delivering social work services in support of parent communication and involvement

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.

Additional supports for students designated EL

1. Data analyzed during PL and PLCs used to plan implement and reflect on behalf of the student group.
2. Designated and Integrated ELD instruction will be provided daily.
3. Quarterly monitoring of EL achievement.
4. Supplemental contracts for EL afterschool intervention will be provided based upon student needs.
5. Supplemental contracts for ELPAC assessors will be utilized.

Additional supports for students designated RFEP

1. Quarterly monitoring of students Reclassified Fluent English Proficient (RFEP) for at least 2 years.
2. Goal setting chats with RFEP students toward English proficiency

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 **English Learner** student population is performing at the lowest level in areas of ELA in red according to the CA Dashboard

The **African American** student population is performing at the lowest level in areas of ELA and Math in red according to the CA Dashboard.

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

Additional Staff Supports

1. Ongoing Professional Learning for teachers will be provided to review ELPAC requirements and procedures, EL best practices, and strategies to improve Tier I, Tier II, and Tier III for ELs.

Additional Parent Supports

1. Home School Liaison
2. Parent translation and oral communication in other languages (platforms, personnel, Google)

*The **2 or More Races** student population is performing at the lowest level in areas of ELA and Math 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 **African American** students with priority access to certificated and classified tutoring and A4 Springboard tutoring, weekly check support (classified/ administrative/ certificated), and materials and supplies for learning.*

*With Title I funds we plan to support **English learner** students with priority access to certificated and classified tutoring and EL camps, weekly check support (classified/administrative/certificated), and materials and supplies for learning.*

*With Title I funds we plan to support **Students with Disabilities** with materials and supplies for class instruction and weekly check ins and support (classified/administrative/certificated).*

*With Title I funds we plan to support **2 or More Races** with cultural responsive teacher training.*

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 **English learner** students with annual ELPAC assessors in 2nd semester, equipment/ materials and supplies for learning, weekly check ins and incentives for check ins, supplemental contracts for additional EL tutoring, with annual ELPAC assessors in 2nd semester, equipment/ materials and supplies for learning, weekly check ins, and supplemental contracts for additional EL tutoring.*

*With 7090 or 7091 funds we plan to support **African American** students with equipment/ materials and supplies for learning, weekly check ins and incentives for check ins, supplemental contracts for additional tutoring, equipment/ materials and supplies for learning, weekly check ins, and supplemental contracts for additional study trips and incentive trips and activities.*

*With 7090 or 7091 funds we plan to support **Students with Disabilities** with equipment/ materials and supplies for learning, weekly check ins and incentives for check ins, supplemental contracts priority for additional tutoring, equipment/ materials and supplies for learning, weekly check ins, and supplemental contracts for additional study trips and incentive trips and activities, and swag/ apparel for participation in Special Olympics.*

*With Title I funds we plan to support **2 or More Races** with cultural responsive teacher training.*

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

Teachers: CFA progress monitoring of targeted student group as well as all students.

PLCs: reflecting on individual teacher and grade level data on targeted student groups.

ILT: monitoring of metrics for targeted student group. Determining with teacher feedback professional learning and targeted actions to support increased achievement of the student groups.

ELOP/RCA: Weekly check ins with African American student group.

Tier II intervention specialist and Department of Prevention and Intervention facilitation of Young Men of Character and Girl Power groups.

1. Low Performing Students: Priority consideration for initiatives
2. **School wide progress monitoring will include targeted student groups such as** English Learner, African American, Students with disabilities (SWD), foster/homeless, low performing identified subgroups. Supports will be based on data.
3. Quarterly Data chats with PLC to progress monitor.
4. Professional Learning on supports for low performing such as (identifying the problem of practice, teacher

assigned i-Ready online instruction to focus on student need, culturally relevant teacher planning for student learning, etc)

5. PLCs will include grade alike SPED teachers and other support staff to identify best practices and plan to improve student outcomes.
6. Students with Disabilities (SWD): inclusion in least restrictive environment with Road to Inclusion Action Team.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0470 Vinland 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			Parent budget line for materials and supplies. **No food or incentives**	1,890.00
G5A1	Title 1 Basic	Parent Participation	Direct-Graph			Parent direct graphics and mailing costs.	150.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Parent supplies and materials for EL students. G3A1	500.00

\$2,540.00

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0470 Vinland Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Student tutoring in ELA, Math, Science/Social Studies. G1A2-3 **NO IEPs**	15,120.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Sup			Classified Supplemental for tutoring and trainings. G1A2, G4A1	480.00
G1A1	Title 1 Basic	Instruction	Oth Cls-Supp			Other Classified Supplemental for tutoring and trainings. G1A2, G4A1	480.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Books, Digital Subscriptions for ELA, Math, Science/Social Studies. G1A2-3	3,000.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies, G1A2-3 **No food or incentives**	4,510.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Equipment for ELA, Math, Science/Social Studies. G1A2-3	1,700.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : G1A2	8,220.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Certificated Supplemental monies for student tutoring in ELA, Math, Science/Social Studies. G1A2-3	540.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Books, digital subscriptions for ELA, Math, Science/Social Studies. G1A2-3	2,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Equipment for ELA, Math, Science/Social Studies. G1A2-3	6,524.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : G1A2	27,216.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors, EL tutoring and support.	4,566.00
G1A1	LCFF: EL	Instruction	Ins Aide-Sup			Classified supplemental monies for student tutoring in ELA, Math, Science/Social Studies. G1A2-3	539.00
G1A1	LCFF: EL	Instruction	Bks & Ref			: Books, digital subscriptions for EL Students.	576.00
G2A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies-student and staff materials. Student related spirit wear and items, school spirit upgrades with logos and design. G3A1, G1A1, G4A1	5,670.00
G3A1	Sup & Conc	Guidance & Counseling Services	Crt Pupil-Reg	Clinical School Social Worker	0.4250	Clinical School Social Worker, Split 0.5 Vinland (7090/0.5104 and 7091/.0896) and 0.5 DPI.	81,689.00
G3A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.8750	Resource Counseling Assistant	65,976.00
G3A1	LCFF: EL	Instruction	Mat & Supp			EL materials and supplies-Student and staff materials. Staff related spirit wear and items, school spirit upgrades with logo and design.	3,040.00
G3A1	LCFF: EL	Instruction	Nc-Equipment			Equipment for EL support.	1,000.00
G3A1	LCFF: EL	Guidance & Counseling Services	Crt Pupil-Reg	Clinical School Social Worker	0.0750	Clinical School Social Worker, Split 0.5 Vinland (7090/0.5104 and 7091/.0896) and 0.5 DPI.	14,415.00
G3A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.1250	Resource Counseling Assistant	9,424.00
G3A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Ext			Classified extra support time.	500.00
G4A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for certificated planning, ILT/CCT/inclusion planning, instructional walks. **No IEPs**	29,700.00
G4A1	Title 1 Basic	Instruction	Ins Aide-Sub			Instructional aid classified subs for training.	3,600.00

G4A1	Sup & Conc	Instruction	Teacher-Subs	Subs for instruction-Certificated planning, ILT/CCT/Inclusion planning, instructional walks, 504/IEP/SST meetings.	7,920.00
G4A1	Sup & Conc	Instruction	Direct-Maint	Direct maintenance of site related equipment and materials. G2A1	1,500.00
G4A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub	Substitute for administration.	12,000.00
G4A1	Sup & Conc	Parent Participation	Cls Sup-Sup	Classified supplemental-Parent related events.	500.00
G4A1	Sup & Conc	Parent Participation	Mat & Supp	: Parent related events materials and supplies.	1,000.00
G4A1	Sup & Conc	Health Services	Cust Supply	Custodial supplies.	250.00
G4A1	Sup & Conc	Food Services	Direct-Food	Food-FUSD for events. G2A1-2, G3A1, G1A1-3, G5A1	3,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp	Parent budget line for materials and supplies. **No food or incentives**	1,890.00
G5A1	Title 1 Basic	Parent Participation	Direct-Graph	Parent direct graphics and mailing costs.	150.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp	Parent supplies and materials for EL students. G3A1	500.00
					\$319,195.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$68,850.00
Sup & Conc	7090	\$215,785.00
LCFF: EL	7091	\$34,560.00
Grand Total		\$319,195.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$75,471.00
G2 - Expand student-centered and real-world learning experiences	\$5,670.00
G3 - Increase student engagement in their school and community	\$176,044.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$59,470.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$2,540.00
Grand Total	\$319,195.00