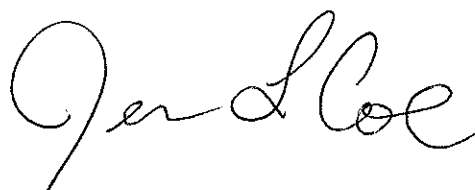


Vinland Elementary

10621666006548

Principal's Name: Jeanarta Coe

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 14, 2023

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

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

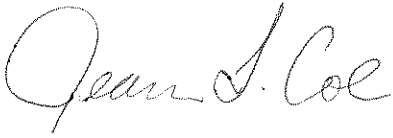
The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures 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 subgroups 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 (DAC and 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			X	
2. Chairperson - Elena Astanina Carr		X			
3. Scott Benning		X			
4. Doranelia Cuevas		X			
5. Patricia Toto			X		
6. Luisa Fuller				X	
7. Marisela Alvarez				X	
8. Francisco Duran				X	
9. Magdalena Rodriguez					
10.					
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:			
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		3/28/23
SSC Chairperson	Elena Astanina		3/28/23

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 2023/24

Vinland - 0470

ON-SITE ALLOCATION

3010	Title I	\$60,615 *
7090	LCFF Supplemental & Concentration	\$196,930
7091	LCFF for English Learners	\$28,080
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$19,270</u>
TOTAL 2023/24 ON-SITE ALLOCATION		\$304,895

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,796
Remaining Title I funds are at the discretion of the School Site Council	<u>\$58,819</u>
Total Title I Allocation	\$60,615

Vinland Elementary 2023-2024 - 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 ELAD1 to D2 - percentage of students who met 40% or above typical growth			56.24 %	2022-2023	57.34 %
i-Ready ELAD2 proficiency - percentage of students on/above		30.46 %	28.33 %	2022-2023	29.43 %
i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth			58.37 %	2022-2023	59.47 %
i-Ready Math D2 proficiency - percentage of students on/above		18.31 %	16.52 %	2022-2023	17.62 %
SBAC ELA - Average distance from standard	✓		-65 pts	2021-2022	0 pts
SBAC ELA - percentage of students met/exceeded standard	✓		27.57 %	2021-2022	28.67 %
SBAC Math - Average distance from standard	✓		-82 pts	2021-2022	0 pts
SBAC Math - percentage of students met/exceeded standard	✓		18.85 %	2021-2022	19.95 %

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.

SBAC ELA Summary 21-22

Standard Not Met: 121 students 49.8%

Standard Nearly Met: 55 students 22.6%

Standard Met: 51 students 21.0%

Standard Exceeded: 16 students 6.6%

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

- 1. No CWAS and on site school psych as of September 2022.
- 2. Change of VP November 7, 2022
- 3. IAB/FIAB implementation in 3rd-6th began in some grades in 2nd semester.
- 4. PLC collaboration during PL/PD meetings and PLC/AC may have had impact if a member of PLC was out. Teams are between 2-4 people. Most have 3 in primary and 2 in intermediate.
- 5. Admin in classrooms with consistent feedback in semester 1 and 2. Change in admin in November (VP). Variety of job description roles being learned with new site based team.
- 6. Attendance rate as a site is low in comparison to last 5 years.

ELA Student Groups 21-22 Nearly Met/Not Met to Met/Exceeded Student Count = 243

All: 72.4% to 27.6%
EL: 91.2% to 8.82%
Soc Dis: 75.0% to 25.0%
SWD: 95.2% to 4.76%
AA: 83.3% to 16.7%
Asian: 74.2% to 25.8%
Hisp:72.5% to 27.5%
White: 72.7% to 27.3%
Two or More Races: 50.0% to 50.0%

SBAC Math Summary 21-22

Standard Not Met: 129 students 52.9%
Standard Nearly Met: 69 students 28.3%
Standard Met: 31 students 12.7%
Standard Exceeded: 15 students 6.1%

Math Student Groups 21-22 Nearly Met/Not Met to Met/Exceeded Student Count = 244

All: 81.1% to 18.9%
EL: 91.4% to 8.57%
Soc Dis: 82.5% to 17.5%
SWD: 97.6% to 2.38%
AA: 83.3% to 16.7%
Asian: 77.4% to 22.6%
Hisp: 83.1% to 16.9%
White: 81.8% to 18.2%
Two or More Races 58.3% to 41.7%

Attendance Comparison 2021-2022 to current status 2022-2023

All: 64.3% to 42%
EL: 62.1% to 32%
Soc Dis: 65.2% to Not Yet



SWD: 65.6% to 53%

AA: 82.5% to 53%

Asian: 34.9% to 25.7%

Hisp: 67.5% to 43%

White: 67.2% to 34%

Two or More Races: 59.4% to 46%

Suspension Comparison 2021-2022 to current status 2022-2023

All: 523 students 6.81% to 4.78%

EL: 3.8% to 1.4%

Soc Dis: N/A

SWD:7.1% to 9.0%

AA: 17.3% to 22%

Asian: 2.7% to 1.5%

Hisp: 5.7% to 2.0%

White: 10.3% to 7.7%

Two or More Races:5.7% to 2.9%

Vinland Attendance as of March 26, 2023

Severe Chronic: 13.81%

Chronic: 32.92%

Manageable: 30.09%

Satisfactory: 19.65%

Excellent 3.54%

Intended:

- 1. Paraprofessional (site based) new hire
- 2. Certificated Teacher (site based) new hire
- 3. Teacher subs for planning, PLC/AC learning, visiting one another and other locations, PL/PD all day trainings.
- 4. Teaching Fellows: Mssing days
- 5. Tutoring for students with priority to subgroups.
- 6. C-Train Concrete Pour
- 7. Teacher supplemental to tutor
- 8. Classified subs
- 9. Instructional Aid supplemental

10. Books and reference G1, G2, G3, G4, G5.
11. Materials and supplies G1, G2, G3, G4, G5.
12. Equipment G1, G2, G3, G4, G5.
13. Teaching Fellows: 4 this year
14. Maintenance repairs to equipment
15. Admin subs
16. Contract for babysitting by classified
17. Parent materials and supplies
18. Resource Counseling Assistant
19. Custodial equipment
20. Food for direct events
21. School Yard Rap
22. Family Foundations counselors

Actual:

1. Position was not hired. No applicants applied for the position
2. Position was not hired. No applicants applied for the position
3. Did not secure grade level subs. FUSD sub calendar was full in July 2022. Unable to get days for teachers to plan each quarter
4. Teaching Fellows would take a sick day. This resulted in less money spent. In January 2023, money was reallocated.
5. Able to tutor through A4 Department Springboard K-4 tutoring program. Also 2 Kinder teachers in 2nd semester began to tutor 3-8 students each in ELA or Math.
6. Project was not put to bid and money reallocated
7. Yes this occurred. Teacher tutoring by Kinder (2 teachers). 3 additional teachers to tutor funded by A4 department in Kinder through fourth on targeted students in ELA.
8. No. None were used this year. Intended for CPI training.
9. Yes: 2 paraprofessionals in ELA and Math
10. Yes. Throughout year
11. Yes. Materials and supplies throughout the year in G1, G2, G3, G4, G5.
12. Yes. Equipment throughout the year G1, G2, G3, G4, G5.
13. Yes. Teaching Fellows (4) throughout the year in a push in model. Support in requested classrooms for 3.5 hours 5 days a week
14. Yes. Budget line to fix tech issues not under warranty.
15. Yes. Admin sub for their participation in PL with teachers on and off site, participate in study trips, site support when an admin is out. Support student engagement
16. Yes. Purchased materials for parents
17. Yes purchased and used.
18. Yes. Check ins/out with students, counseling, home visits, Targeted Support Team member.
19. Custodial equipment: Yet to be used this year
20. Yes, used
21. School Yard Rap: Initial yes. 3 teachers came to training. 0 of 30 teachers used instructional materials. 6th went to Our Story musical and had in school assembly for 10 teachers in fall quarter.
22. Yes: Use Family Foundations counselors regularly.

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. Paraprofessional (site based)
- 2. Certificated Teacher (site based)
- 3. Teacher subs for planning, PLC/AC learning, visiting one another and other locations, PL/PD all day trainings.
- 4. Teaching Fellows: Missing days
- 5. Tutoring for students with priority to subgroups.
- 6. C-Train Concrete Pour

Actual:

- 1. Position was not hired. No applicants applied for the position
- 2. Position was not hired. No applicants applied for the position
- 3. Did not secure grade level subs. FUSD sub calendar was full in July 2022. Unable to get days for teachers to plan each quarter
- 4. Teaching Fellows would take a sick day. This resulted in less money spent. In January 2023, money was reallocated.
- 5. Able to tutor through A4 Department Springboard K-4 tutoring program. Also 2 Kinder teachers in 2nd semester began to tutor 3-8 students each in ELA or Math.
- 6. Project was not put to bid and money reallocated

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 2023/24 SPSA.

- 1. Will not have the paraprofessional tutor and certificated teacher position due to low response / interest in position.
- 2. Will increase Teaching Fellows from 4 to 7 people in 23-24.
- 3. Will increase number of Train of Thought Chess classrooms from 1 to 2-3 for 4th grade. Mr. Benning to run afterschool club for Chess in 23-24.
- 4. Increase mileage stipend/reimbursement for Home Visits by Office Aide, RCA, and Home School Liaison.
- 5. Discontinue School Yard Rap which was a joint pilot with 7 other schools.
- 6. 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.
- 7. Supplemental contracts for Inclusion Team 23-24 work.
- 8. Vinland logo and branding for staff, parent/guardian groups, and students (apparel, signs, uniforms, door signs, banners, backdrops, murals).
- 9. Food, drinks, paper goods, decorations, materials, equipment, books and supplies for school events and meetings.
- 10. Bussing, entry fees, materials, equipment, and supplies for field 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)
- 11. Purchase of new laminator.
- 12. Virtual class quotes and fees
- 13. 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).
- 14. Certificates, awards, trophies for accomplishments.

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

1 SSC:

School Site Council feedback offered on Jan 10, Feb 7, and Feb 21, 2023

2 ELAC:

Meeting held on March 8 for Feedback.

English Learner Advisory Committee (ELAC)

Needs Assessment

2022-2023

Directions: Fill in the oval next to all of the answers that most represent your opinions.

1. What are some of the needs of the parents at your school?

Help with homework

xxxxx- 5

Information on how to help my child with homework and good study habits

xxxxx- 5

Parenting skills (disciplining my child and/or having high expectations of my child)

xxxxxxx- 7

Information on how to prepare for a successful parent teacher conference or meeting

xxxxx- 5

Information on my rights and responsibilities as the parent of a public-school student

xxxx- 4

Information on services provided by my school and school district

xx- 2

Other _____

Que hagan mas fuerza para que los ninos aprendan / That they make more force so that the children learn

2. What are some of the needs of the English learner students at your school?

Encouragement to be successful academically

xxxx- 4

High expectations from school personnel

xx- 2

Additional learning opportunities (summer school, tutoring, before or

3 Staff:

Things to Keep:

Materials

- | | |
|---|--|
| 2 | tutoring, field trips, visiting opportunities/field trips like brix for kids |
| 3 | Paraprofessionals, HSL, |
| 4 | Patti Arredondo Tutoring Positions Custodial Supplies Sub agreements Teacher Subs and Supports |
| 5 | Enrichment/Remedial Applications-Licenses |

Things to Start:

ID	Name	Responses
1		New copier, laminator, or bathrooms by the portables. Intervention training for teachers possibly Orton Gillingham. Open tutoring up to all students in need.
2		Other visiting field trips like zoo mobile or similar things (can be great after school club opportunities). We need outside people coming in to offer clubs since teachers are over worked as it is and don't have extra time.
3		Bring back assemblies for the arts such as Sierra Chamber Opera performance for children.
4		Save money to purchase a laminating machine. PE- certified PE coach on campus. PE storage room- teachers need easy access to eqimpment. Art- art teacher? virtual class projects? Outdoor/Steel trash cans- by swings/playstructure edge of black top area
5		SPED- Color printers/laminators in classrooms...voice recorder to support IEP notes/testing Digital Cameras- leadership students can caputure events? Higher quality headphones for students- many broke in the first quarter Guest Speakers- career day

Things to Stop:

ID	Name	Responses
1		N/a
2		Vinland Spirit Wear count. It is a disruption and is done during instructional time.
3		Spend less monies on Math Supplies

after school programs)

xxxxxxx- 7

Counseling and information about college requirements

xxx- 3

Information on graduation requirements and credits

xx- 2

Differences between elective and required credits for graduation

xxx- 3

Information on school culture, procedures, and expectations

xxx- 3

How to get involved in extra-curricular activities (sports, clubs)

xxxxx- 5

Other _____

Me gustaria que mi nino participara en deporte algun / I would like mychild to participate in some sport

3. **Suggestions**

- *Me interesaria saber mucho sobre los créditos para gradvariones - I would be interested to know a lot about the credits for graduates*
- *Involve more kids from TK & Kindergarten grades*

SPSA for Parents of EL students

Planning Our Future

Complete this form. Consider the priority of the data points.

We are receiving approximately the same amount as last year; however, the funds were changed between budget lines, so there is an opportunity for your opinion to influence the decision of the school site council (SSC).

Please select below the areas, resources and supports that are most important to you as a parent

_____ **Certificate Tutors for Interventions**

xxxxxxx- 7

_____ **Substitutes – trainings, planning, and professional development**

xxxxx- 5

_____ **Teaching Fellows**

xx- 2
_____ Resource Counseling Assistant – Consideration of additional RCA to target site needs
xxxx- 4
_____ Social Emotional Support
xxxx- 4
_____ Extended Learning - Sciences _____, English _____, Math_____.
xxxxxxx- 7
_____ Students Incentives - Awards, Special Prices, Charms, Certificates
xxxxx- 5
_____ Field Trips and Assemblies
xxxxxxx-7
_____ Bilingual Instructors Assistants
xxxx- 4
_____ Instructional Materials (books, paper, copy machines, etc.)
xxxx- 4
Others
Mas actividades que incluyan ninas menores se 6 anos. // More activities that include girls under 6 years old.

Action 1

Title: ELA

Action Details:

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).

PK/TK will use district adopted curriculum and models.

K-1st will implement a Guaranteed and Viable Curriculum implementing Wonders (General Education) and/or Wonderworks (Special Day Class) with a focus on foundational reading skills (phonemic awareness and phonics) in addition to comprehension of rigorous texts and writing tasks citing rigorous texts.

2nd-6th Guaranteed and Viable Curriculum implementing Wonders (General Education) and/or Wonderworks (Special Day Class) reading comprehension of rigorous texts and writing tasks citing rigorous texts. Instruction will include challenging content and employ questions and tasks, both oral and written, that integrate reading, writing, speaking, and listening standards that embed supports for students who are English Learners. 120 minute baseline minutes.

Tier 1: Define quarterly the pacing of the scope and sequence per grade level utilizing district adopted primary resources and supplemental resources. Develop instruction, intervention and enrichment that is progress monitored. Minimum baseline of 45 minutes of iReady ELA weekly with progress monitoring of lessons completed and minutes of use.

Tier 2: In addition, concurrent to Tier 1, a Tier 2: a universal screener will be established to determine students needing additional ELA support beyond class instruction and RtI. Use of Student Success Team meetings may be implemented at this tier for additional supports with academic, social/emotional, health, attendance, other concerns to provide additional support recommendations. The site will utilize the Student Success Team (SST) and Targeted Support Team (TST) at this level as well. Orton Gillingham (K-2nd)

Tier 3: Students who have not demonstrated meaningful progress with instruction, intervention, and progress monitoring of supports at Tier 1-2 may require more time in more intensive interventions. Tier 3 interventions are distinguished from Tier 2 interventions as they are individualized based on data. About 5-10% of student population will require this level of intensive support.

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/ Orton Gillingham	Owner(s): Teachers PLC Admin	Timeline: BPST Quarterly

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

District Metrics

- 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.

State Metrics:

- 1. ELPAC
- 2. SBAC

Owner(s):

Teachers

PLC

ILT

Admin

Timeline:

District: Quarterly

State: Annually

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

2nd Wonders Assessments/Diagnostic

BAS - Comprehension

Owner(s):

Teachers

PLC

Admin

Timeline:

3 times a year

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

Refer to the Vinland SPSARP 510/520/530 report for detailed information about the following list of planned expenditures to support this goal:

- Teacher Supplemental Contracts
- Classified Substitutes to support Instructional Aides
- Supplemental Contracts to support Instructional Aides
- Supplemental pay for other classified staff in support of instructional program
- Supplemental books and subscriptions
- Materials and supplies and equipment to support instruction
- Contracted services for tutoring
- Supplemental Contracts for ELPAC Assessors

Specify enhanced services for EL students:

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 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. Wonders EL

Specify enhanced services for low-performing student 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

training by EL department / ELA department

Additional Parent Supports

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

Action 2

Title: Math

Action Details:

Vinland will develop and implement math instruction. 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 (SVD, AA, etc).

PK/TK will use district adopted curriculum and models.

K-6th will implement a Guaranteed and Viable Curriculum implementing Go Math(General Education) and/or Number Worlds (Special Day Class) with a focus on schoolwide use of math vocabulary walls, anchor charts, and grade level specific teaching of fluency strategies.

2nd-6th grade baseline 90 minutes of math instruction

Tier 1: All teachers will implement Mathematics instruction using the District Pacing Guide and Scope and Sequence to create a Guaranteed and Viable Curriculum (GVC) quarterly. All teachers lessons will plan based on the best practices as outlined in the Instructional Practice Guides (IPG) for Math. Develop instruction, intervention and enrichment that is progress monitored. Common Formative Assessment (PK-6th-PLC/AC created/adopted); IABs/FIABs (3rd-6th grade) as a tool to support student with mastery of CCSS as measured by the SBAC and research based assessments. Baseline 45 minutes of iReady Math weekly with progress monitoring of lessons completed and minutes of use. Professional Development supports with iReady. Supplemental capacity building in other platforms (Reflex, as determined with ILT / admin feedback, etc.).

Tier 2: In addition, concurrent to Tier 1, a Tier 2: a universal screener will be established to determine students needing additional Math support beyond class instruction and RtI. Use of Student Success Team meetings may be implemented at this tier for additional supports with academic, social/emotional, health, attendance, other concerns to provide additional support recommendations. The site will utilize the Student Success Team (SST) and Targeted Support Team (TST) at this level as well.

Tier 3: Students who have not demonstrated meaningful progress with instruction, intervention, and progress monitoring of supports at Tier 1-2 may require more time in more intensive interventions. Tier 3 interventions are distinguished from Tier 2 interventions as they are individualized based on data. About 5-10% of student population will require this level of intensive support.

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	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: As defined by PLC and admin team collaboration
Details: Explain the data which will specifically monitor progress toward each indicator target District Metrics 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. State Metrics: 1. ELPAC 2. SBAC	Owner(s): Teachers ILT PLC Admin	Timeline: Site/ District: Quarterly State: Annually
Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction): Refer to the Vinland SPSARP 510/520/530 report for detailed information to explain the list of planned expenditures in support of this goal: • Teacher Supplemental Contracts • Classified Substitutes to support Instructional Aides • Supplemental Contracts to support Instructional Aides • Supplemental pay for other classified staff in support of instructional program • Supplemental books and subscriptions • Materials and supplies and equipment to support instruction • Contracted services for tutoring		
Specify enhanced services for EL students: • Additional supports for students designated EL 1. Data analyzed during PL and PLCs used to plan implement and reflect on behalf of the student	Specify enhanced services for low-performing student groups: 1. Low Performing Students: Priority consideration for initiatives 2. School wide progress monitoring will include targeted student groups such as English Learner, African	

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) Baseline Supports 1. Classroom Visuals such as anchor charts, math vocabulary walls 2. School supplied notebooks for note-taking 3. Scratch paper	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
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Action 3

Title: Science/ Social Science

Action Details:

Vinland will implement schoolwide Science and Social Science instruction. By unit/chapter throughout the year: Common Formative Assessment PK-6th-PLC/AC created/adopted. Science may alternate in cycle with Social Science. Science: Site license for Generation Genius. In semester cycles, teachers will implement grade level science instruction utilizing supplemental materials. Grade level PLC/ACs will define their Guaranteed and Viable Science Curriculum(s) utilizing the NGSS in planning. Use of district resources available from the Science department and supplemental resource Social Science: Use of culturally relevant supplements from district (Women's History Month, Black History Month, etc)	Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence
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Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target Science and Social Science CFAS	Owner(s): Teachers PLC Admin	Timeline: Quarterly
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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
Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction): Refer to the Vinland SPSARP 510/520/530 report for detailed information about the following list of planned expenditures to support this goal: - Books, subscriptions and related supplies - Materials and supplies for EL's and in support of parent participation			
Specify enhanced services for EL students: Additional supports for students designated EL - Data analyzed during PL and PLCs used to plan implement and reflect on behalf of the student group. - Vocabulary Walls and Visuals of social science/ science being taught that quarter. - Quarterly monitoring of EL achievement in science or social science. Additional supports for students designated RFEP - Quarterly monitoring of students Reclassified Fluent English Proficient (RFEP) for at least 2 years. - Goal setting chats with RFEP students toward English proficiency Additional Staff Supports - Science and Social Science resources highlighted through district and Generation Genius subscription. Additional Parent Supports - Home School Liaison - Parent translation and oral communication in other languages (platforms, personnel, Google)		Specify enhanced services for low-performing student groups: - Low Performing Students: Priority consideration for initiatives - 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. - Quarterly Data chats with PLC to progress monitor. - Professional Learning on supports for low performing such as (culturally relevant teacher planning for student learning, Generation Genius platform, NGSS standards). - PLCs will include grade alike SPED teachers and other support staff to identify best practices and plan to improve student outcomes. - Students with Disabilities (SWD): inclusion in least restrictive environment with Road to Inclusion Action Team	

2023-2024 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			Instruction - Certificated supplemental contracts to tutor students in content areas including ELA, Math, Science/ Social Science. Also supports G1A2, G1A3, G2A1, G3A1, G4A1, G5A1. Amount includes salary and benefits. Use benefits calculator for accurate amount. **No IEPs **	799.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Sub			Personnel -Classified Support Substitutes - Subs for classified to participate in trainings, conferences, site visits, and PL (Includes Roving sub). Supports G4A1: Recruit & Retain diverse staff reflecting community. Amount includes salary and benefits. Use benefits calculator for accurate amount.	430.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Sup			Instructional Aide supplemental contract to provide student tutoring, participate in trainings, class visit other sites, and participate in school student supported functions after or before their duty time with commitments in content areas. Also supports G1A2 and G1A3.	525.00
G1A1	Title 1 Basic	Instruction	Oth Cls-Supp			Other classified supplemental- Supplemental contract for other classified to provide student tutoring, participate in trainings, visit school sites, and support student functions after or before their duty time. Focus/ commitments in content areas. Also supports G1A2 and G1A3.	525.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Student/ Staff/ purchase of workbooks, books, audio books, digital subscriptions, teaching guides/editions, supplies for visual and performing art instruction or activities, supplies for music instruction, magazines, subscriptions, programs for staff to instruct students, students to practice. Also supports G1A2 and G1A3, G2A1, G3A1, G4A1. GE and SpEd.	250.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies- To support virtual and physical instruction (markers/pens/pencils/ colored pencils, chart paper, whiteboards, composition books, lamination paper, erasers, headphones, earbuds, paper, crayons, post its, art supplies, student classroom supplies, mic, stands, printing supplies, Promethean board items, staplers, . Supports G1A1, G1A2; G1A3, G2A1, G3A, G4A1, G5A1 ** NO FOOD OR INCENTIVES **	2,484.00
G1A1		Instruction	Nc-Equipment				1 659.00

2023-2024 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	Nc-Equipment			Non Capitalized Equipment- New Purchase/ Updates: Computers/laptops/tablets charging stations and cords, computers/ laptops/tablet bags/ carrying cases, Promethean boards, flatscreen TVs, computers/laptops/tablets/ Promethean cords, computers/laptops/tablets/ Promethean wiring/ mounting, classroom and virtual technology functions (screens, monitors, wiring and cables, microphones, speakers, television screens), furniture (alternative/flexible seating, classroom furniture), cameras, projectors, projector wiring and cords, aukeys, SMART board equipment, smart board wiring/ cords/ erasers/ pens, document. webcams, cameras, document camera repair/ wires/ cords, ebeams, ebeam cords/wiring/ repair, cables, laminators, Also Supports G1A2, G1A3, G2A1, G3A1, G4A1, G5A1.	1,658.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: Sub-agreements - Teaching Fellows to supper in push in/pull out of targeted student groups and whole class support as well as 1-on-1 support in core content areas including ELA/ Math. Split funded between unit 7090 and 3010.	40,083.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Non Capitalized Equipment- New Purchase/ Repair/ Updates: Computers/laptops/tablets charging stations and cords, computers/ laptops/tablet bags/ carrying cases, Promethean boards, flatscreen TVs, computers/laptops/tablets/ Promethean cords, computers/laptops/tablets/ Promethean wiring/ mounting, classroom and virtual technology functions (screens, monitors, wiring and cables, microphones, speakers, television screens), furniture (alternative/flexible seating, classroom furniture), cameras, projectors, projector wiring and cords, aukeys, SMART board updates and annual maintenance, smart board wiring/ cords/ erasers/ pens, document. webcams, cameras, document camera repair/ wires/ cords, ebeams, ebeam cords/wiring/ repair, cables, laminators, poster makers, microwaves, refrigerators, cooking supplies	1,500.00

2023-2024 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		Instruction	Nc-Equipment			for theme based instructional support of ELA/Math lessons. Also Supports G1A2, G1A3, G2A1, G3A1, G4A1, G5A1.	1,500.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: Sub-agreements - Teaching Fellows to supper in push in/pull out of targeted student groups and whole class support as well as 1-on-1 support in core content areas including ELA/ Math. Split funded between unit 7090 and 3010.	81,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessor(s) for EL students.	861.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Instruction - Non Capitalized Equipment-New Purchase Updates: computers/tablets, computer/tablet carts, computer/ Promethean, carrying bags, computer/ tablet cords, computer/tablet wiring, classroom and virtual technology functions (screens, monitors, wiring and cables, microphones, speakers, webcams, television screens), furniture (alternative/ flexible seating, classroom furniture), prometheon boards, cameras, projectors, projector wiring and cords, SMART board equipment, smart board wiring/ cords/ erasers/ pens, document cameras, document camera repair/ wires/ cords, ebeams, ebeam cords/wiring/ repair. Supports G1A1, G1A2, G2A1, G3A1, G4A1, G5A1	800.00
G1A3	Sup & Conc	Instruction	Bks & Ref			Generation Genius Science Subscription (\$1495) Renewal. Additional monies for purchasing supplemental resources, books, audio books, teaching guides/editions, magazines, subscriptions, programs for staff to instruct, students to receive and learn instruction. Also supports all students in G1A2 and G1A3, G3A1, G4A1, G5A1	2,000.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and supplies- EL material and supplies for student incentives, purchase orders for medals, certificates, food, study trips. Also Initiatives - Actions to improve school climate and culture, attendance, and social/ emotional needs of EL students. Supports G1A1, G1A2, G1A3, G2A1, G3A1, G4A1, G5A1.	1,592.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp			Parent Participation - Materials and Supplies - Parent participation. Food Incentives, materials and supplies) Supports G1A1, G1A2, G1A3, G2A1, G3A1, G4A1, G5A1.	300.00

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0470 Vinland Elementary (Locked)

\$134,807.00

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	✓	87.16 %	85.08 %	2022-2023	86.18 %

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.

SBAC ELA Summary 21-22

Standard Not Met: 121 students 49.8%
Standard Nearly Met: 55 students 22.6%
Standard Met: 51 students 21.0%
Standard Exceeded: 16 students 6.6%

ELA Student Groups 21-22 Nearly Met/Not Met to Met/Exceeded Student Count = 243

All: 72.4% to 27.6%
EL: 91.2% to 8.82%
Soc Dis: 75.0% to 25.0%
SWD: 95.2% to 4.76%
AA: 83.3% to 16.7%
Asian: 74.2% to 25.8%
Hisp: 72.5% to 27.5%
White: 72.7% to 27.3%
Two or More Races: 50.0% to 50.0%

SBAC Math Summary 21-22

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

- 1. No CWAS and on site school psych as of September 2022.
- 2. Change of VP November 7, 2022
- 3. IAB/FIAB implementation in 3rd-6th began in some grades in 2nd semester.
- 4. PLC collaboration during PL/PD meetings and PLC/AC may have had impact if a member of PLC was out. Teams are between 2-4 people. Most have 3 in primary and 2 in intermediate.
- 5. Admin in classrooms with consistent feedback in semester 1 and 2. Change in admin in November (VP). Variety of job description roles being learned with new site based team.
- 6. Attendance rate as a site is low in comparison to last 5 years.

Standard Not Met: 129 students 52.9%
Standard Nearly Met: 69 students 28.3%
Standard Met: 31 students 12.7%
Standard Exceeded: 15 students 6.1%

Math Student Groups 21-22 Nearly Met/Not Met to Met/Exceeded Student Count = 244

All: 81.1% to 18.9%
EL: 91.4% to 8.57%
Soc Dis: 82.5% to 17.5%
SWD: 97.6% to 2.38%
AA: 83.3% to 16.7%
Asian: 77.4% to 22.6%
Hisp: 83.1% to 16.9%
White: 81.8% to 18.2%
Two or More Races 58.3% to 41.7%

Attendance Comparison 2021-2022 to current status 2022-2023

All: 64.3% to 42%
EL: 62.1% to 32%
Soc Dis: 65.2% to Not Yet
SWD: 65.6% to 53%
AA: 82.5% to 53%
Asian: 34.9% to 25.7%
Hisp: 67.5% to 43%
White: 67.2% to 34%
Two or More Races: 59.4% to 46%

Suspension Comparison 2021-2022 to current status 2022-2023

All: 523 students 6.81% to 4.78%
EL: 3.8% to 1.4%
Soc Dis: N/A
SWD: 7.1% to 9.0%

AA: 17.3% to 22%

Asian: 2.7% to 1.5%

Hisp: 5.7% to 2.0%

White: 10.3% to 7.7%

Two or More Races: 5.7% to 2.9%

Vinland Attendance as of March 26, 2023

Severe Chronic: 13.81%

Chronic: 32.92%

Manageable: 30.09%

Satisfactory: 19.65%

Excellent 3.54%

Intended:

1. Paraprofessional (site based) new hire
2. Certificated Teacher (site based) new hire
3. Teacher subs for planning, PLC/AC learning, visiting one another and other locations, PL/PD all day trainings.
4. Teaching Fellows: Missing days
5. Tutoring for students with priority to subgroups.
6. C-Train Concrete Pour
7. Teacher supplemental to tutor
8. Classified subs
9. Instructional Aid supplemental
10. Books and reference G1, G2, G3, G4, G5.
11. Materials and supplies G1, G2, G3, G4, G5.
12. Equipment G1, G2, G3, G4, G5.
13. Teaching Fellows: 4 this year
14. Maintenance repairs to equipment
15. Admin subs
16. Contract for babysitting by classified
17. Parent materials and supplies
18. Resource Counseling Assistant
19. Custodial equipment
20. Food for direct events
21. School Yard Rap
22. Family Foundations counselors

Actual:

1. Position was not hired. No applicants applied for the position
2. Position was not hired. No applicants applied for the position
3. Did not secure grade level subs. FUSD sub calendar was full in July 2022. Unable to get days for

- teachers to plan each quarter
4. Teaching Fellows would take a sick day. This resulted in less money spent. In January 2023, money was reallocated.
 5. Able to tutor through A4 Department Springboard K-4 tutoring program. Also 2 Kinder teachers in 2nd semester began to tutor 3-8 students each in ELA or Math.
 6. Project was not put to bid and money reallocated
 7. Yes this occurred. Teacher tutoring by Kinder (2 teachers). 3 additional teachers to tutor funded by A4 department in Kinder through fourth on targeted students in ELA
 8. No. None were used this year. Intended for CPI training.
 9. Yes: 2 paraprofessionals in ELA and Math
 10. Yes. Throughout year
 11. Yes. Materials and supplies throughout the year in G1, G2, G3, G4, G5.
 12. Yes. Equipment throughout the year G1, G2, G3, G4, G5.
 13. Yes. Teaching Fellows (4) throughout the year in a push in model. Support in requested classrooms for 3.5 hours 5 days a week
 14. Yes. Budget line to fix tech issues not under warranty.
 15. Yes. Admin sub for their participation in PL with teachers on and off site, participate in study trips, site support when an admin is out. Support student engagement
 16. Yes. Purchased materials for parents
 17. Yes purchased and used.
 18. Yes. Check ins/out with students, counseling, home visits, Targeted Support Team member.
 19. Custodial equipment: Yet to be used this year
 20. Yes, used
 21. School Yard Rap: Initial yes. 3 teachers came to training. 0 of 30 teachers used instructional materials. 6th went to Our Story musical and had in school assembly for 10 teachers in fall quarter.
 22. Yes: Use Family Foundations counselors regularly.

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. Paraprofessional (site based)
2. Certificated Teacher (site based)
3. Teacher subs for planning, PLC/AC learning, visiting one another and other locations, PL/PD all day trainings.
4. Teaching Fellows: Missing days
5. Tutoring for students with priority to subgroups.
6. C-Train Concrete Pour

Actual:

1. Position was not hired. No applicants applied for the position
2. Position was not hired. No applicants applied for the position
3. Did not secure grade level subs. FUSD sub calendar was full in July 2022. Unable to get days for teachers to plan each quarter
4. Teaching Fellows would take a sick day. This resulted in less money spent. In January 2023, money was reallocated.
5. Able to tutor through A4 Department Springboard K-4 tutoring program. Also 2 Kinder teachers in 2nd semester began to tutor 3-8 students each in ELA or Math.
6. Project was not put to bid and money reallocated

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 2023/24 SPSA.

- 1. Will not have the paraprofessional tutor and certificated teacher position due to low response / interest in position.
- 2. Will increase Teaching Fellows from 4 to 7 people in 23-24.
- 3. Will increase number of Train of Thought Chess classrooms from 1 to 2-3 for 4th grade. Mr. Benning to run afterschool club for Chess in 23-24.
- 4. Increase mileage stipend/reimbursement for Home Visits by Office Aide, RCA, and Home School Liaison.
- 5. Discontinue School Yard Rap which was a joint pilot with 7 other schools.
- 6. 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.
- 7. Supplemental contracts for Inclusion Team 23-24 work.
- 8. Vinland logo and branding for staff, parent//guardian groups, and students (apparel, signs, uniforms, door signs, banners, backdrops, murals).
- 9. Food, drinks, paper goods, decorations, materials, equipment, books and supplies for school events and meetings.
- 10. Bussing, entry fees, materials, equipment, and supplies for field 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)
- 11. Purchase of new laminator.
- 12. Virtual class quotes and fees
- 13. 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).
- 14. Certificates, awards, trophies for accomplishments.

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

1 SSC:

2 ELAC:

Meeting held on March 8 for Feedback.

English Learner Advisory Committee (ELAC)

Needs Assessment

2022-2023

Directions: Fill in the oval next to all of the answers that most represent your opinions.

1. What are some of the needs of the parents at your school?

Help with homework

xxxxx- 5

Information on how to help my child with homework and good study habits

xxxxx- 5

3 Staff:

Things to Keep:

Materials

2	tutoring, field trips, visiting opportunities/field trips like brix for kids
3	Paraprofessionals, HSL,
4	Patti Arredondo Tutoring Positions Custodial Supplies Sub agreements Teacher Subs and Supports
5	Enrichment/Remedial Applications-Licenses

Things to Start:

ID	Name	Responses
1		New copier, laminator, or bathrooms by the portables.

Parenting skills (disciplining my child and/or having high expectations of my child)

xxxxxxx- 7

Information on how to prepare for a successful parent teacher conference or meeting

xxxxx- 5

Information on my rights and responsibilities as the parent of a public-school student

xxx- 4

Information on services provided by my school and school district

xx- 2

Other _____

Que hagan mas fuerza para que los ninos aprendan / That they make more force so that the children learn

2. What are some of the needs of the English learner students at your school?

Encouragement to be successful academically

xxxx- 4

High expectations from school personnel

xx- 2

Additional learning opportunities (summer school, tutoring, before or after school programs)

xxxxxxx- 7

Counseling and information about college requirements

xxx- 3

Information on graduation requirements and credits

xx- 2

Differences between elective and required credits for graduation

xxx- 3

Information on school culture, procedures, and expectations

xxx- 3

How to get involved in extra-curricular activities (sports, clubs)

xxxxx- 5

Other _____

Me gustaria que mi nino participara en deporte algun / I would like

ID	Name	Responses
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2		Intervention training for teachers possibly Orton Gillingham. Open tutoring up to all students in need. Other visiting field trips like zoo mobile or similar things (can be great after school club opportunities). We need outside people coming in to offer clubs since teachers are over worked as it is and don't have extra time.
3		Bring back assemblies for the arts such as Sierra Chamber Opera performance for children.
4		Save money to purchase a laminating machine. PE- certified PE coach on campus. PE storage room- teachers need easy access to eqimpment. Art- art teacher? virtual class projects? Outdoor/Steel trash cans- by swings/playstructure edge of black top area
5		SPED- Color printers/laminators in classrooms...voice recorder to support IEP notes/testing Digital Cameras- leadership students can caputure events? Higher quality headphones for students- many broke in the first quarter Guest Speakers- career day

Things to Stop:

ID	Name	Responses
----	------	-----------

1		N/a
2		Vinland Spirit Wear count. It is a disruption and is done during instructional time.
3		Spend less monies on Math Supplies

my child to participate in some sport

3. **Suggestions**

- *Me interesaria saber mucho sobre los créditos para gradvariones - I would be interested to know a lot about the credits for graduates*
- *Involve more kids from TK & Kindergarten grades*

SPSA for Parents of EL students

Planning Our Future

Complete this form. Consider the priority of the data points.

We are receiving approximately the same amount as last year; however, the funds were changed between budget lines, so there is an opportunity for your opinion to influence the decision of the school site council (SSC).

Please select below the areas, resources and supports that are most important to you as a parent

_____ **Certificate Tutors for Interventions**

xxxxxxx-7

_____ **Substitutes – trainings, planning, and professional development**

xxxxx-5

_____ **Teaching Fellows**

xx-2

_____ **Resource Counseling Assistant – Consideration of additional RCA to target site needs**

xxxx-4

_____ **Social Emotional Support**

xxxx-4

_____ **Extended Learning - Sciences _____, English _____, Math_____.**

xxxxxxx-7

_____ **Students Incentives - Awards, Special Prices, Charms, Certificates**

xxxxx-5

_____ **Field Trips and Assemblies**

xxxxxxx-7

_____ **Bilingual Instructors Assistants**

xxxx- 4

_____ Instructional Materials (books, paper, copy machines, etc.)

xxxx- 4

Others

Mas actividades que incluyan ninas menorees se 6 anos. // More activities that include girls under 6 years old.

Action 1

Title: Student Centered/ Real World Learning

Action Details:

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: 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)

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 4th-6th grade
 - 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

Community Based 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 clubsm, 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: Moming 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):

Refer to the Vinland SPSARP 510/520/530 report for detailed information.

Specify enhanced services for EL students:
• EL communication supports via HSL, Google Translator, platforms, personnel.

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

Specify enhanced services for low-performing student groups:

2023-2024 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
G2A2	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies - To support virtual and physical instruction, family engagement in student education, and staff. Markers/pens/pencils/ colored pencils, chart paper, whiteboards, composition books, lamination paper, erasers, headphones, earbuds, paper, crayons, post its, art supplies, student classroom supplies, mic, stands, printing supplies, Promethean board items, staplers. Includes student engagement. POs and blanket POs for apparel, branding, and signage to foster student, staff, family, and community engagement in the academic, art, athletic, and Vinland community. Materials and supplies school wide recognition of student efforts, increase, improvements, and proficiency, etc. Includes food, drinks, event materials, decorations, and supplies. Academic, Social Emotional, and EL/ Redesignation achievement and improvement recognition. Includes food, drinks, decorations, supplies. May include but not limited to purchase orders and blanket POs to GW, Amazon, School Mate, Office Depot, Positive Promotions, Jones, Its Elementary, A Mark, Yellow Dog, and others. P.O.s or blanket orders to alternate stores as well. Materials and Supplies - to support the use of technology for instruction, such as printing supplies, copy paper, ink, cables, cords, wiring, replacement bulbs, computers/tablets, storage devices, headphones, earphones, talking devices, aukeys, webcams. Materials and Supplies - to support instruction (markers, pens/ pencils, chart paper, whiteboards, compositions books, erasers, headphones, earbuds, paper, crayons, post its, art supplies, student classroom supplies). Materials and Supplies Academic and Social Emotional Achievement, and EL/ Redesignation. Includes food, drinks, decorations, supplies. Supports G1A1, G1A2, G1A3, G2A1, G3A1, G4A1, G5A1.	18,739.00
G2A2	Sup & Conc	Instruction	Cons Svc/Oth			Train of Thought : Select grade level teachers (4th) using resources from vendor: Train of Thought for grade level wide chess education program that teaches leadership through the game of chess. Train of Thought uses chess as a tool to accelerate the development of critical thinking skills. It's the process of identifying, analyzing, and evaluating options and the many	10,000.00

2023-2024 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
G2A2		Instruction	Cons Svc/Oth			consequences you might have to face as a result of each of those choices. The program also teaches leadership principles through the game. The goal is to help students see their potential for greatness, to instill in them the resilience to overcome any challenges, obstacles, or opposition they might encounter, and to help them see the role they play in creating their future self. Funds 2 teachers with 3rd teacher utilizing their knowledge from the 22-23 pilot. Option for 5th/6th to join afterschool Chess Club to continue their use of Chess. G1A1, G1A2, G1A3, G2A1, G3A1, G4A1, G5A1.	10,000.00

\$28,739.00

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	✓	63.2 %	48.07 %	2022-2023	47.47 %
Suspension Rate - Semester 1	✓	6.9 %	3.96 %	2022-2023	3.63 %

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.

SBAC ELA Summary 21-22

Standard Not Met: 121 students 49.8%
Standard Nearly Met: 55 students 22.6%
Standard Met: 51 students 21.0%
Standard Exceeded: 16 students 6.6%

ELA Student Groups 21-22 Nearly Met/Not Met to Met/Exceeded Student Count = 243

All: 72.4% to 27.6%
EL: 91.2% to 8.82%
Soc Dis: 75.0% to 25.0%
SWD: 95.2% to 4.76%
AA: 83.3% to 16.7%
Asian: 74.2% to 25.8%
Hisp:72.5% to 27.5%
White: 72.7% to 27.3%
Two or More Races: 50.0% to 50.0%

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

1. No CWAS and on site school psych as of September 2022.
2. Change of VP November 7, 2022
3. IAB/FIAB implementation in 3rd-6th began in some grades in 2nd semester.
4. PLC collaboration during PL/PD meetings and PLC/AC may have had impact if a member of PLC was out. Teams are between 2-4 people. Most have 3 in primary and 2 in intermediate.
5. Admin in classrooms with consistent feedback in semester 1 and 2. Change in admin in November (VP). Variety of job description roles being learned with new site based team.
6. Attendance rate as a site is low in comparison to last 5 years.

SBAC Math Summary 21-22

Standard Not Met: 129 students 52.9%
Standard Nearly Met: 69 students 28.3%
Standard Met: 31 students 12.7%
Standard Exceeded: 15 students 6.1%

Math Student Groups 21-22 Nearly Met/Not Met to Met/Exceeded Student Count = 244

All: 81.1% to 18.9%
EL: 91.4% to 8.57%
Soc Dis: 82.5% to 17.5%
SWD: 97.6% to 2.38%
AA: 83.3% to 16.7%
Asian: 77.4% to 22.6%
Hisp: 83.1% to 16.9%
White: 81.8% to 18.2%
Two or More Races 58.3% to 41.7%

Attendance Comparison 2021-2022 to current status 2022-2023

All: 64.3% to 42%
EL: 62.1% to 32%
Soc Dis: 65.2% to Not Yet
SWD: 65.6% to 53%
AA: 82.5% to 53%
Asian: 34.9% to 25.7%
Hisp: 67.5% to 43%
White: 67.2% to 34%
Two or More Races: 59.4% to 46%

Suspension Comparison 2021-2022 to current status 2022-2023

All: 523 students 6.81% to 4.78%
EL: 3.8% to 1.4%
Soc Dis: N/A

SWD:7.1% to 9.0%
AA: 17.3% to 22%
Asian: 2.7% to 1.5%
Hisp: 5.7% to 2.0%
White: 10.3% to 7.7%
Two or More Races:5.7% to 2.9%

Vinland Attendance as of March 26, 2023
Severe Chronic: 13.81%
Chronic: 32.92%
Manageable: 30.09%
Satisfactory: 19.65%
Excellent 3.54%

Intended:

1. Paraprofessional (site based) new hire
2. Certificated Teacher (site based) new hire
3. Teacher subs for planning, PLC/AC learning, visiting one another and other locations, PL/PD all day trainings.
4. Teaching Fellows: Mssing days
5. Tutoring for students with priority to subgroups.
6. C-Train Concrete Pour
7. Teacher supplemental to tutor
8. Classified subs
9. Instructional Aid supplemental
10. Books and reference G1, G2, G3, G4, G5.
11. Materials and supplies G1, G2, G3, G4, G5.
12. Equipment G1, G2, G3, G4, G5.
13. Teaching Fellows: 4 this year
14. Maintenance repairs to equipment
15. Admin subs
16. Contract for babysitting by classified
17. Parent materials and supplies
18. Resource Counseling Assistant
19. Custodial equipment
20. Food for direct events
21. School Yard Rap
22. Family Foundations counselors

Actual:

1. Position was not hired. No applicants applied for the position

2. Position was not hired. No applicants applied for the position
3. Did not secure grade level subs. FUSD sub calendar was full in July 2022. Unable to get days for teachers to plan each quarter
4. Teaching Fellows would take a sick day. This resulted in less money spent. In January 2023, money was reallocated.
5. Able to tutor through A4 Department Springboard K-4 tutoring program. Also 2 Kinder teachers in 2nd semester began to tutor 3-8 students each in ELA or Math.
6. Project was not put to bid and money reallocated
7. Yes this occurred. Teacher tutoring by Kinder (2 teachers). 3 additional teachers to tutor funded by A4 department in Kinder through fourth on targeted students in ELA
8. No. None were used this year. Intended for CPI training.
9. Yes: 2 paraprofessionals in ELA and Math
10. Yes. Throughout year
11. Yes. Materials and supplies throughout the year in G1, G2, G3, G4, G5.
12. Yes. Equipment throughout the year G1, G2, G3, G4, G5.
13. Yes. Teaching Fellows (4) throughout the year in a push in model. Support in requested classrooms for 3.5 hours 5 days a week
14. Yes. Budget line to fix tech issues not under warranty.
15. Yes. Admin sub for their participation in PL with teachers on and off site, participate in study trips, site support when an admin is out. Support student engagement
16. Yes. Purchased materials for parents
17. Yes purchased and used.
18. Yes. Check ins/out with students, counseling, home visits, Targeted Support Team member.
19. Custodial equipment: Yet to be used this year
20. Yes, used
21. School Yard Rap: Initial yes. 3 teachers came to training. 0 of 30 teachers used instructional materials. 6th went to Our Story musical and had in school assembly for 10 teachers in fall quarter.
22. Yes: Use Family Foundations counselors regularly.

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. Paraprofessional (site based)
2. Certificated Teacher (site based)
3. Teacher subs for planning, PLC/AC learning, visiting one another and other locations, PL/PD all day trainings.
4. Teaching Fellows: Missing days
5. Tutoring for students with priority to subgroups.
6. C-Train Concrete Pour

Actual:

1. Position was not hired. No applicants applied for the position
2. Position was not hired. No applicants applied for the position
3. Did not secure grade level subs. FUSD sub calendar was full in July 2022. Unable to get days for teachers to plan each quarter
4. Teaching Fellows would take a sick day. This resulted in less money spent. In January 2023, money was reallocated.

5. Able to tutor through A4 Department Springboard K-4 tutoring program. Also 2 Kinder teachers in 2nd semester began to tutor 3-8 students each in ELA or Math.

6. Project was not put to bid and money reallocated

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 2023/24 SPSA.

1. Will not have the paraprofessional tutor and certificated teacher position due to low response / interest in position.

2. Will increase Teaching Fellows from 4 to 7 people in 23-24.

3. Will increase number of Train of Thought Chess classrooms from 1 to 2-3 for 4th grade. Mr. Benning to run afterschool club for Chess in 23-24.

4. Increase mileage stipend/reimbursement for Home Visits by Office Aide, RCA, and Home School Liaison.

5. Discontinue School Yard Rap which was a joint pilot with 7 other schools.

6. 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.

7. Supplemental contracts for Inclusion Team 23-24 work.

8. Vinland logo and branding for staff, parent/guardian groups, and students (apparel, signs, uniforms, door signs, banners, backdrops, murals).

9. Food, drinks, paper goods, decorations, materials, equipment, books and supplies for school events and meetings.

10. Bussing, entry fees, materials, equipment, and supplies for field 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)

11. Purchase of new laminator.

12. Virtual class quotes and fees

13. 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).

14. Certificates, awards, trophies for accomplishments.

15.

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

1 SSC: School Site Council feedback offered on Jan 10, Feb 7, and Feb 21, 2023	2 ELAC: Meeting held on March 8 for Feedback. English Learner Advisory Committee (ELAC) Needs Assessment 2022-2023 Directions: Fill in the oval next to all of the answers that most represent your opinions. 1. What are some of the needs of the parents at your school? Help with homework xxxxx-5	3 Staff: Things to Keep: Materials 2 tutoring, field trips, visiting opportunities/field trips like brix for kids 3 Paraprofessionals, HSL, 4 Patti Arredondo Tutoring Positions Custodial Supplies Sub agreements Teacher Subs and Supports 5 Enrichment/Remedial Applications-Licenses Things to Start:
--	---	--

Information on how to help my child with homework and good study habits

xxxxx- 5

Parenting skills (disciplining my child and/or having high expectations of my child)

xxxxxxx- 7

Information on how to prepare for a successful parent teacher conference or meeting

xxxxx- 5

Information on my rights and responsibilities as the parent of a public-school student

xxx- 4

Information on services provided by my school and school district

xx- 2

Other _____

Que hagan mas fuerza para que los ninos aprendan / That they make more force so that the children learn

2. What are some of the needs of the English learner students at your school?

Encouragement to be successful academically

xxx- 4

High expectations from school personnel

xx- 2

Additional learning opportunities (summer school, tutoring, before or after school programs)

xxxxxxx- 7

Counseling and information about college requirements

xxx- 3

Information on graduation requirements and credits

xx- 2

Differences between elective and required credits for graduation

xxx- 3

Information on school culture, procedures, and expectations

xxx- 3

How to get involved in extra-curricular activities (sports, clubs)

ID	Name	Responses
----	------	-----------

1		New copier, laminator, or bathrooms by the portables. Intervention training for teachers possibly Orton Gillingham. Open tutoring up to all students in need.
2		Other visiting field trips like zoo mobile or similar things (can be great after school club opportunities). We need outside people coming in to offer clubs since teachers are over worked as it is and don't have extra time.
3		Bring back assemblies for the arts such as Sierra Chamber Opera performance for children.
4		Save money to purchase a laminating machine. PE- certified PE coach on campus. PE storage room- teachers need easy access to equipment. Art- art teacher? virtual class projects? Outdoor/Steel trash cans- by swings/playstructure edge of black top area
5		SPED- Color printers/laminators in classrooms...voice recorder to support IEP notes/testing Digital Cameras- leadership students can capture events? Higher quality headphones for students- many broke in the first quarter Guest Speakers- career day

Things to Stop:

ID	Name	Responses
----	------	-----------

1		N/a
2		Vinland Spirit Wear count. It is a disruption and is done during instructional time.
3		Spend less monies on Math Supplies

xxxxx- 5

Other _____

Me gustaria que mi nino participara en deporte algun / I would like my child to participate in some sport

3. **Suggestions**

- *Me interesaria saber mucho sobre los créditos para gradvariones - I would be interested to know a lot about the credits for graduates*
- *Involve more kids from TK & Kindergarten grades*

SPSA for Parents of EL students

Planning Our Future

Complete this form. Consider the priority of the data points.

We are receiving approximately the same amount as last year; however, the funds were changed between budget lines, so there is an opportunity for your opinion to influence the decision of the school site council (SSC).

Please select below the areas, resources and supports that are most important to you as a parent

_____ Certificate Tutors for Interventions

xxxxxxx- 7

_____ Substitutes – trainings, planning, and professional development

xxxxx- 5

_____ Teaching Fellows

xx- 2

_____ Resource Counseling Assistant – Consideration of additional RCA to target site needs

xxxx- 4

_____ Social Emotional Support

xxxx- 4

_____ Extended Learning - Sciences _____, English _____, Math_____.

xxxxxxx- 7

_____ Students Incentives - Awards, Special Prices, Charms, Certificates

xxxxx- 5

_____ **Field Trips and Assemblies**

xxxxxxx-7

_____ **Bilingual Instructors Assistants**

xxxx- 4

_____ **Instructional Materials (books, paper, copy machines, etc.)**

xxxx- 4

Others

Mas actividades que incluyan ninas menorees se 6 anos. // More activities that include girls under 6 years old.

Action 1

Title: Student Engagement in School and Community

[Action Details:](#)

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
Details: Explain the data which will specifically monitor progress toward each indicator target System for providing counseling supports (SPSA: Family Foundations, Resource Counseling Assistant) + Psychologist and Child Welfare and Attendance Specialist (not site funded) shared with staff and utilized in a systematic procedure through a Universal Screener. Data: TST agendas ATLAS Data Power BI data	Owner(s): TST Vendors Admin	Timeline: Monthly
Details: Explain the data which will specifically monitor progress toward each indicator target Increasing Positive Student Relationships • 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 as measured by • Teacher Verification Form • Teacher Class Schedules Submitted (quarterly) • Instructional Practice Guide (IPG) -in planning and observation	Owner(s): • Teachers • Support Staff in classrooms • Admin	Timeline: Daily
Details: Explain the data which will specifically monitor progress toward each indicator target Celebrate students academic achievement & improvement 1. Defined by PLC/ACs and PLC groups on site Increase impact of positive school culture with academic achievement/improvement awards/recognition in academics/arts/ athletics/activities. Data: Engagements	Owner(s): • Teachers • NTAs • Administrators	Timeline: Quarterly

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
- Club Vinland- 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 Hourse 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):

Refer to the Vinland SPSARP 510/520/530 report for detailed information regarding the expenditures in support of this goal and action and listed below:

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

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

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:

Specify enhanced services for low-performing student groups:

2023-2024 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	Instruction	Direct-Maint			Direct Maintenance- Instruction - updates, repairs and maintenance to technology. Supports G1A1; G1A2, G1A3, G2A2, G3A1, G4A1, G5A1.	2,000.00
G3A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.8750	RCA: Classified Support - Attendance and Social Work Services- Resource Counseling Assistant (RCA) Targeted Support Team member, Student Tier 1, 2, and 3 support, small group and 1-on-1 student social and emotional learning support teacher and student behavior intervention support, Attendance & Truancy support, quarterly data chats with targeted students, home visits, attendance and truancy, and parent support. Maintains and manages the alternate intervention classroom for student alternate recess for social awareness. Participates in SST/IEP/504 meetings as needed. G1A1, G1A2, G1A3, G2A1, G3A1, G4A1, G5A1	61,701.00
G3A1	Sup & Conc	Food Services	Direct-Food			Supplies that include: Plates, napkins, serving ware, decorations and event games resources for student related events, food and refreshment items and utensils,(Block V, Athletic Recognitions, Student of the Month, Quarterly Awards, EL Reclassification, RIZE, club related events, school related events)	953.00
G3A1	LCFF: EL	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundation Services: Sub-agreements for Services - Family Foundations (2 days per week) - Goal 1: Student healing centered access to mental health and wellness services; Goal 2: Teacher and school staff healing centered services and support to cope with healing centered services and situations, Goal 3: Developing a healing centered school wide campus culture. Supports G1A1, G1A2, G1A3, G2A1, G2A2, G3A1, G4A1, G5A1 Split Funded with Unit 7099	14,170.00
G3A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.1250	RCA: Classified Support - Attendance and Social Work Services- Resource Counseling Assistant (RCA) Targeted Support Team member, Student Tier 1, 2, and 3 support, small group and 1-on-1 student social and emotional learning support teacher and student behavior intervention support, Attendance & Truancy support, quarterly data chats with targeted students, home visits, attendance and truancy, and parent support. Maintains and manages the	8,815.00

2023-2024 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		Attendance & Social Work Services	Cls Sup-Reg		0.1250	alternate intervention classroom for student alternate recess for social awareness. Participates in SST/IEP/504 meetings as needed. G1A1, G1A2, G1A3, G2A1, G3A1, G4A1, G5A1	8,815.00
G3A1	One-time School	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundation Services : Sub-agreements for Services - Family Foundations (2 days per week) - Goal 1: Student healing centered access to mental health and wellness services; Goal 2: Teacher and school staff healing centered services and support to cope with healing centered services and situations, Goal 3: Developing a healing centered school wide campus culture. Supports G1A1, G1A2, G1A3, G2A1, G2A2, G3A1, G4A1, G5A1. Split Funded with Unit 7099	19,270.00

\$106,909.00

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	✓	68.28 %	83.33 %	2022-2023	84.43 %

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.

SBAC ELA Summary 21-22

Standard Not Met: 121 students 49.8%
Standard Nearly Met: 55 students 22.6%
Standard Met: 51 students 21.0%
Standard Exceeded: 16 students 6.6%

ELA Student Groups 21-22 Nearly Met/Not Met to Met/Exceeded Student Count = 243

All: 72.4% to 27.6%
EL: 91.2% to 8.82%
Soc Dis: 75.0% to 25.0%
SWD: 95.2% to 4.76%
AA: 83.3% to 16.7%
Asian: 74.2% to 25.8%
Hisp: 72.5% to 27.5%
White: 72.7% to 27.3%
Two or More Races: 50.0% to 50.0%

SBAC Math Summary 21-22

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

- 1. No CWAS and on site school psych as of September 2022.
- 2. Change of VP November 7, 2022
- 3. IAB/FIAB implementation in 3rd-6th began in some grades in 2nd semester.
- 4. PLC collaboration during PL/PD meetings and PLC/AC may have had impact if a member of PLC was out. Teams are between 2-4 people. Most have 3 in primary and 2 in intermediate.
- 5. Admin in classrooms with consistent feedback in semester 1 and 2. Change in admin in November (VP). Variety of job description roles being learned with new site based team.
- 6. Attendance rate as a site is low in comparison to last 5 years.

Standard Not Met: 129 students 52.9%
Standard Nearly Met: 69 students 28.3%
Standard Met: 31 students 12.7%
Standard Exceeded: 15 students 6.1%

Math Student Groups 21-22 Nearly Met/Not Met to Met/Exceeded Student Count = 244

All: 81.1% to 18.9%
EL: 91.4% to 8.57%
Soc Dis: 82.5% to 17.5%
SWD: 97.6% to 2.38%
AA: 83.3% to 16.7%
Asian: 77.4% to 22.6%
Hisp: 83.1% to 16.9%
White: 81.8% to 18.2%
Two or More Races 58.3% to 41.7%

Attendance Comparison 2021-2022 to current status 2022-2023

All: 64.3% to 42%
EL: 62.1% to 32%
Soc Dis: 65.2% to Not Yet
SWD: 65.6% to 53%
AA: 82.5% to 53%
Asian: 34.9% to 25.7%
Hisp: 67.5% to 43%
White: 67.2% to 34%
Two or More Races: 59.4% to 46%

Suspension Comparison 2021-2022 to current status 2022-2023

All: 523 students 6.81% to 4.78%
EL: 3.8% to 1.4%
Soc Dis: N/A
SWD: 7.1% to 9.0%

AA: 17.3% to 22%

Asian: 2.7% to 1.5%

Hisp: 5.7% to 2.0%

White: 10.3% to 7.7%

Two or More Races: 5.7% to 2.9%

Vinland Attendance as of March 26, 2023

Severe Chronic: 13.81%

Chronic: 32.92%

Manageable: 30.09%

Satisfactory: 19.65%

Excellent 3.54%

Intended:

1. Paraprofessional (site based) new hire
2. Certificated Teacher (site based) new hire
3. Teacher subs for planning, PLC/AC learning, visiting one another and other locations, PL/PD all day trainings.
4. Teaching Fellows: Missing days
5. Tutoring for students with priority to subgroups.
6. C-Train Concrete Pour
7. Teacher supplemental to tutor
8. Classified subs
9. Instructional Aid supplemental
10. Books and reference G1, G2, G3, G4, G5.
11. Materials and supplies G1, G2, G3, G4, G5.
12. Equipment G1, G2, G3, G4, G5.
13. Teaching Fellows: 4 this year
14. Maintenance repairs to equipment
15. Admin subs
16. Contract for babysitting by classified
17. Parent materials and supplies
18. Resource Counseling Assistant
19. Custodial equipment
20. Food for direct events
21. School Yard Rap
22. Family Foundations counselors

Actual:

1. Position was not hired. No applicants applied for the position
2. Position was not hired. No applicants applied for the position
3. Did not secure grade level subs. FUSD sub calendar was full in July 2022. Unable to get days for

- teachers to plan each quarter
4. Teaching Fellows would take a sick day. This resulted in less money spent. In January 2023, money was reallocated.
 5. Able to tutor through A4 Department Springboard K-4 tutoring program. Also 2 Kinder teachers in 2nd semester began to tutor 3-8 students each in ELA or Math.
 6. Project was not put to bid and money reallocated
 7. Yes this occurred. Teacher tutoring by Kinder (2 teachers). 3 additional teachers to tutor funded by A4 department in Kinder through fourth on targeted students in ELA
 8. No. None were used this year. Intended for CPI training.
 9. Yes: 2 paraprofessionals in ELA and Math
 10. Yes. Throughout year
 11. Yes. Materials and supplies throughout the year in G1, G2, G3, G4, G5.
 12. Yes. Equipment throughout the year G1, G2, G3, G4, G5.
 13. Yes. Teaching Fellows (4) throughout the year in a push in model. Support in requested classrooms for 3.5 hours 5 days a week
 14. Yes. Budget line to fix tech issues not under warranty.
 15. Yes. Admin sub for their participation in PL with teachers on and off site, participate in study trips, site support when an admin is out. Support student engagement
 16. Yes. Purchased materials for parents
 17. Yes purchased and used.
 18. Yes. Check ins/out with students, counseling, home visits, Targeted Support Team member.
 19. Custodial equipment: Yet to be used this year
 20. Yes, used
 21. School Yard Rap: Initial yes. 3 teachers came to training. 0 of 30 teachers used instructional materials. 6th went to Our Story musical and had in school assembly for 10 teachers in fall quarter.
 22. Yes: Use Family Foundations counselors regularly.

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. Paraprofessional (site based)
2. Certificated Teacher (site based)
3. Teacher subs for planning, PLC/AC learning, visiting one another and other locations, PL/PD all day trainings.
4. Teaching Fellows: Missing days
5. Tutoring for students with priority to subgroups.
6. C-Train Concrete Pour

Actual:

1. Position was not hired. No applicants applied for the position
2. Position was not hired. No applicants applied for the position
3. Did not secure grade level subs. FUSD sub calendar was full in July 2022. Unable to get days for teachers to plan each quarter
4. Teaching Fellows would take a sick day. This resulted in less money spent. In January 2023, money was reallocated.
5. Able to tutor through A4 Department Springboard K-4 tutoring program. Also 2 Kinder teachers in 2nd semester began to tutor 3-8 students each in ELA or Math.
6. Project was not put to bid and money reallocated

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 2023/24 SPSA.

- 1. Will not have the paraprofessional tutor and certificated teacher position due to low response / interest in position.
- 2. Will increase Teaching Fellows from 4 to 7 people in 23-24.
- 3. Will increase number of Train of Thought Chess classrooms from 1 to 2-3 for 4th grade. Mr. Benning to run afterschool club for Chess in 23-24.
- 4. Increase mileage stipend/reimbursement for Home Visits by Office Aide, RCA, and Home School Liaison.
- 5. Discontinue School Yard Rap which was a joint pilot with 7 other schools.
- 6. 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.
- 7. Supplemental contracts for Inclusion Team 23-24 work.
- 8. Vinland logo and branding for staff, parent//guardian groups, and students (apparel, signs, uniforms, door signs, banners, backdrops, murals).
- 9. Food, drinks, paper goods, decorations, materials, equipment, books and supplies for school events and meetings.
- 10. Bussing, entry fees, materials, equipment, and supplies for field 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)
- 11. Purchase of new laminator.
- 12. Virtual class quotes and fees
- 13. 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).
- 14. Certificates, awards, trophies for accomplishments.

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

1 SSC:

School Site Council feedback offered on Jan 10, Feb 7, and Feb 21, 2023

2 ELAC:

Meeting held on March 8 for Feedback.

English Learner Advisory Committee (ELAC)

Needs Assessment

2022-2023

Directions: Fill in the oval next to all of the answers that most represent your opinions.

1. What are some of the needs of the parents at your school?

Help with homework

xxxxx - 5

Information on how to help my child with homework and good study habits

xxxxx - 5

3 Staff:

Things to Keep:

Materials

2	tutoring, field trips, visiting opportunities/field trips like brix for kids
3	Paraprofessionals, HSL,
4	Patti Arredondo Tutoring Positions Custodial Supplies Sub agreements Teacher Subs and Supports
5	Enrichment/Remedial Applications-Licenses

Things to Start:

ID	Name	Responses
1		New copier, laminator, or bathrooms by the portables.

Parenting skills (disciplining my child and/or having high expectations of my child)

xxxxxxx- 7

Information on how to prepare for a successful parent teacher conference or meeting

xxxxx- 5

Information on my rights and responsibilities as the parent of a public-school student

xxx- 4

Information on services provided by my school and school district

xx- 2

Other _____

Que hagan mas fuerza para que los ninos aprendan / That they make more force so that the children learn

2. What are some of the needs of the English learner students at your school?

Encouragement to be successful academically

xxxx- 4

High expectations from school personnel

xx- 2

Additional learning opportunities (summer school, tutoring, before or after school programs)

xxxxxxx- 7

Counseling and information about college requirements

xxx- 3

Information on graduation requirements and credits

xx- 2

Differences between elective and required credits for graduation

xxx- 3

Information on school culture, procedures, and expectations

xxx- 3

How to get involved in extra-curricular activities (sports, clubs)

xxxxx- 5

Other _____

Me gustaria que mi nino participara en deporte algun / I would like

ID	Name	Responses
----	------	-----------

2		Intervention training for teachers possibly Orton Gillingham. Open tutoring up to all students in need. Other visiting field trips like zoo mobile or similar things (can be great after school club opportunities). We need outside people coming in to offer clubs since teachers are over worked as it is and don't have extra time.
3		Bring back assemblies for the arts such as Sierra Chamber Opera performance for children.
4		Save money to purchase a laminating machine. PE- certified PE coach on campus. PE storage room- teachers need easy access to eqimpment. Art- art teacher? virtual class projects? Outdoor/Steel trash cans- by swings/playstructure edge of black top area
5		SPED- Color printers/laminators in classrooms...voice recorder to support IEP notes/testing Digital Cameras- leadership students can caputure events? Higher quality headphones for students- many broke in the first quarter Guest Speakers- career day

Things to Stop:

ID	Name	Responses
----	------	-----------

1		N/a
2		Vinland Spirit Wear count. It is a disruption and is done during instructional time.
3		Spend less monies on Math Supplies

my child to participate in some sport

3. **Suggestions**

- *Me interesaria saber mucho sobre los créditos para gradvariones - I would be interested to know a lot about the credits for graduates*
- *Involve more kids from TK & Kindergarten grades*

SPSA for Parents of EL students

Planning Our Future

Complete this form. Consider the priority of the data points.

We are receiving approximately the same amount as last year; however, the funds were changed between budget lines, so there is an opportunity for your opinion to influence the decision of the school site council (SSC).

Please select below the areas, resources and supports that are most important to you as a parent

_____ **Certificate Tutors for Interventions**

xxxxxxx-7

_____ **Substitutes – trainings, planning, and professional development**

xxxxx-5

_____ **Teaching Fellows**

xx-2

_____ **Resource Counseling Assistant – Consideration of additional RCA to target site needs**

xxxx-4

_____ **Social Emotional Support**

xxxx-4

_____ **Extended Learning - Sciences _____, English _____, Math_____.**

xxxxxxx-7

_____ **Students Incentives - Awards, Special Prices, Charms, Certificates**

xxxxx-5

_____ **Field Trips and Assemblies**

xxxxxxx-7

_____ **Bilingual Instructors Assistants**

xxxx-4

_____ Instructional Materials (books, paper, copy machines, etc.)

xxxx-4

Others

Mas actividades que incluyan ninas menorees se 6 anos. // More activities that include girls under 6 years old.

Action 1

Title: Recruit & retain diverse staff reflecting community

Action Details:

During the hiring process, we will continue to select a diverse hiring panel that represent various backgrounds and cultures. Hiring will include questions that center with Inclusionary Practices and student attendance.

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/ 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.

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		
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.	Owner(s): Teachers- Participation and application of Culturally Proficient Pedagogy within classroom Admin: Securing vendors, guest speakers, conference opportunities	Timeline: Quarterly
Details: Explain the data which will specifically monitor progress toward each indicator target		
Tier 1: 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.	Owner(s): Admin: Working collaboratively with site departments All staff: Looking for and actively recruiting candidates	Timeline: Monthly
Details: Explain the data which will specifically monitor progress toward each indicator target		
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.	Owner(s): Admin: PL organization Certificated and classified: participation in PL	Timeline: quarterly
Trainings for classified and certificated to join meeting together (subs for class)		
Details: Explain the data which will specifically monitor progress toward each indicator target		
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.	Owner(s): RCA/CWAS - small group student learning HSL-parent education and support	Timeline: Monthly
Describe Direct Services to Staff in support of students, including materials and supplies required (curriculum and instruction):		
Refer to the Vinland SPSARP 510/520/530 report for detailed information regarding the planned expenditures listed below in support of this action: • Teacher Supplemental Contracts to support professional learning, instruction and parent involvement • Administrative subs to support staff • Supplemental custodial supplies		
Specify enhanced services for Staff in support of EL students:	Specify enhanced services for Staff to support low-performing student groups:	

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)

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

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	✓	88.57 %	87 %	2022-2023	88.1 %

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.

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AA: 83.3% to 16.7%
Asian: 74.2% to 25.8%
Hisp: 72.5% to 27.5%
White: 72.7% to 27.3%
Two or More Races: 50.0% to 50.0%

SBAC Math Summary 21-22

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

- 1. No CWAS and on site school psych as of September 2022.
- 2. Change of VP November 7, 2022
- 3. IAB/FIAB implementation in 3rd-6th began in some grades in 2nd semester.
- 4. PLC collaboration during PL/PD meetings and PLC/AC may have had impact if a member of PLC was out. Teams are between 2-4 people. Most have 3 in primary and 2 in intermediate.
- 5. Admin in classrooms with consistent feedback in semester 1 and 2. Change in admin in November (VP). Variety of job description roles being learned with new site based team.
- 6. Attendance rate as a site is low in comparison to last 5 years.

Standard Not Met: 129 students 52.9%
Standard Nearly Met: 69 students 28.3%
Standard Met: 31 students 12.7%
Standard Exceeded: 15 students 6.1%

Math Student Groups 21-22 Nearly Met/Not Met to Met/Exceeded Student Count = 244

All: 81.1% to 18.9%
EL: 91.4% to 8.57%
Soc Dis: 82.5% to 17.5%
SWD: 97.6% to 2.38%
AA: 83.3% to 16.7%
Asian: 77.4% to 22.6%
Hisp: 83.1% to 16.9%
White: 81.8% to 18.2%
Two or More Races 58.3% to 41.7%

Attendance Comparison 2021-2022 to current status 2022-2023

All: 64.3% to 42%
EL: 62.1% to 32%
Soc Dis: 65.2% to Not Yet
SWD: 65.6% to 53%
AA: 82.5% to 53%
Asian: 34.9% to 25.7%
Hisp: 67.5% to 43%
White: 67.2% to 34%
Two or More Races: 59.4% to 46%

Suspension Comparison 2021-2022 to current status 2022-2023

All: 523 students 6.81% to 4.78%
EL: 3.8% to 1.4%
Soc Dis: N/A
SWD: 7.1% to 9.0%

AA: 17.3% to 22%

Asian: 2.7% to 1.5%

Hisp: 5.7% to 2.0%

White: 10.3% to 7.7%

Two or More Races: 5.7% to 2.9%

Vinland Attendance as of March 26, 2023

Severe Chronic: 13.81%

Chronic: 32.92%

Manageable: 30.09%

Satisfactory: 19.65%

Excellent 3.54%

Intended:

1. Paraprofessional (site based) new hire
2. Certificated Teacher (site based) new hire
3. Teacher subs for planning, PLC/AC learning, visiting one another and other locations, PL/PD all day trainings.
4. Teaching Fellows: Missing days
5. Tutoring for students with priority to subgroups.
6. C-Train Concrete Pour
7. Teacher supplemental to tutor
8. Classified subs
9. Instructional Aid supplemental
10. Books and reference G1, G2, G3, G4, G5.
11. Materials and supplies G1, G2, G3, G4, G5.
12. Equipment G1, G2, G3, G4, G5.
13. Teaching Fellows: 4 this year
14. Maintenance repairs to equipment
15. Admin subs
16. Contract for babysitting by classified
17. Parent materials and supplies
18. Resource Counseling Assistant
19. Custodial equipment
20. Food for direct events
21. School Yard Rap
22. Family Foundations counselors

Actual:

1. Position was not hired. No applicants applied for the position
2. Position was not hired. No applicants applied for the position
3. Did not secure grade level subs. FUSD sub calendar was full in July 2022. Unable to get days for

- teachers to plan each quarter
4. Teaching Fellows would take a sick day. This resulted in less money spent. In January 2023, money was reallocated.
 5. Able to tutor through A4 Department Springboard K-4 tutoring program. Also 2 Kinder teachers in 2nd semester began to tutor 3-8 students each in ELA or Math.
 6. Project was not put to bid and money reallocated
 7. Yes this occurred. Teacher tutoring by Kinder (2 teachers). 3 additional teachers to tutor funded by A4 department in Kinder through fourth on targeted students in ELA
 8. No. None were used this year. Intended for CPI training.
 9. Yes: 2 paraprofessionals in ELA and Math
 10. Yes. Throughout year
 11. Yes. Materials and supplies throughout the year in G1, G2, G3, G4, G5.
 12. Yes. Equipment throughout the year G1, G2, G3, G4, G5.
 13. Yes. Teaching Fellows (4) throughout the year in a push in model. Support in requested classrooms for 3.5 hours 5 days a week
 14. Yes. Budget line to fix tech issues not under warranty.
 15. Yes. Admin sub for their participation in PL with teachers on and off site, participate in study trips, site support when an admin is out. Support student engagement
 16. Yes. Purchased materials for parents
 17. Yes purchased and used.
 18. Yes. Check ins/out with students, counseling, home visits, Targeted Support Team member.
 19. Custodial equipment: Yet to be used this year
 20. Yes, used
 21. School Yard Rap: Initial yes. 3 teachers came to training. 0 of 30 teachers used instructional materials. 6th went to Our Story musical and had in school assembly for 10 teachers in fall quarter.
 22. Yes: Use Family Foundations counselors regularly.

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. Paraprofessional (site based)
2. Certificated Teacher (site based)
3. Teacher subs for planning, PLC/AC learning, visiting one another and other locations, PL/PD all day trainings.
4. Teaching Fellows: Missing days
5. Tutoring for students with priority to subgroups.
6. C-Train Concrete Pour

Actual:

1. Position was not hired. No applicants applied for the position
2. Position was not hired. No applicants applied for the position
3. Did not secure grade level subs. FUSD sub calendar was full in July 2022. Unable to get days for teachers to plan each quarter
4. Teaching Fellows would take a sick day. This resulted in less money spent. In January 2023, money was reallocated.
5. Able to tutor through A4 Department Springboard K-4 tutoring program. Also 2 Kinder teachers in 2nd semester began to tutor 3-8 students each in ELA or Math.
6. Project was not put to bid and money reallocated

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 2023/24 SPSA.

1. Will not have the paraprofessional tutor and certificated teacher position due to low response / interest in position.
2. Will increase Teaching Fellows from 4 to 7 people in 23-24.
3. Will increase number of Train of Thought Chess classrooms from 1 to 2-3 for 4th grade. Mr. Benning to run afterschool club for Chess in 23-24.
4. Increase mileage stipend/reimbursement for Home Visits by Office Aide, RCA, and Home School Liaison.
5. Discontinue School Yard Rap which was a joint pilot with 7 other schools.
6. 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.
7. Supplemental contracts for Inclusion Team 23-24 work.
8. Vinland logo and branding for staff, parent//guardian groups, and students (apparel, signs, uniforms, door signs, banners, backdrops, murals).
9. Food, drinks, paper goods, decorations, materials, equipment, books and supplies for school events and meetings.
10. Bussing, entry fees, materials, equipment, and supplies for field 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)
11. Purchase of new laminator.
12. Virtual class quotes and fees
13. 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).
14. Certificates, awards, trophies for accomplishments.

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

1 SSC: School Site Council feedback offered on Jan 10, Feb 7, and Feb 21, 2023	2 ELAC: Meeting held on March 8 for Feedback. English Learner Advisory Committee (ELAC) Needs Assessment 2022-2023 Directions: Fill in the oval next to all of the answers that most represent your opinions. 1. What are some of the needs of the parents at your school? Help with homework xxxxx- 5 Information on how to help my child with homework and good study habits xxxxx- 5	3 Staff: Things to Keep: Materials 2 tutoring, field trips, visiting opportunities/field trips like brix for kids 3 Paraprofessionals, HSL, 4 Patti Arredondo Tutoring Positions Custodial Supplies Sub agreements Teacher Subs and Supports 5 Enrichment/Remedial Applications-Licenses Things to Start: <table><thead><tr><th>ID</th><th>Name</th><th>Responses</th></tr></thead><tbody><tr><td>1</td><td></td><td>New copier, laminator, or bathrooms by the portables.</td></tr></tbody></table>	ID	Name	Responses	1		New copier, laminator, or bathrooms by the portables.
ID	Name	Responses						
1		New copier, laminator, or bathrooms by the portables.						

Parenting skills (disciplining my child and/or having high expectations of my child)

xxxxxxx- 7

Information on how to prepare for a successful parent teacher conference or meeting

xxxxx- 5

Information on my rights and responsibilities as the parent of a public-school student

xxx- 4

Information on services provided by my school and school district

xx- 2

Other _____

Que hagan mas fuerza para que los ninos aprendan / That they make more force so that the children learn

2. What are some of the needs of the English learner students at your school?

Encouragement to be successful academically

xxxx- 4

High expectations from school personnel

xx- 2

Additional learning opportunities (summer school, tutoring, before or after school programs)

xxxxxxx- 7

Counseling and information about college requirements

xxx- 3

Information on graduation requirements and credits

xx- 2

Differences between elective and required credits for graduation

xxx- 3

Information on school culture, procedures, and expectations

xxx- 3

How to get involved in extra-curricular activities (sports, clubs)

xxxxx- 5

Other _____

Me gustaria que mi nino participara en deporte algun / I would like

ID	Name	Responses
----	------	-----------

2		Intervention training for teachers possibly Orton Gillingham. Open tutoring up to all students in need. Other visiting field trips like zoo mobile or similar things (can be great after school club opportunities). We need outside people coming in to offer clubs since teachers are over worked as it is and don't have extra time.
3		Bring back assemblies for the arts such as Sierra Chamber Opera performance for children.
4		Save money to purchase a laminating machine. PE- certified PE coach on campus. PE storage room- teachers need easy access to equipment. Art- art teacher? virtual class projects? Outdoor/Steel trash cans- by swings/playstructure edge of black top area
5		SPED- Color printers/laminators in classrooms...voice recorder to support IEP notes/testing Digital Cameras- leadership students can capture events? Higher quality headphones for students- many broke in the first quarter Guest Speakers- career day

Things to Stop:

ID	Name	Responses
----	------	-----------

1		N/a
2		Vinland Spirit Wear count. It is a disruption and is done during instructional time.
3		Spend less monies on Math Supplies

my child to participate in some sport

3. **Suggestions**

- *Me interesaria saber mucho sobre los créditos para gradvariones - I would be interested to know a lot about the credits for graduates*
- *Involve more kids from TK & Kindergarten grades*

SPSA for Parents of EL students

Planning Our Future

Complete this form. Consider the priority of the data points.

We are receiving approximately the same amount as last year; however, the funds were changed between budget lines, so there is an opportunity for your opinion to influence the decision of the school site council (SSC).

Please select below the areas, resources and supports that are most important to you as a parent

_____ **Certificate Tutors for Interventions**

xxxxxxx-7

_____ **Substitutes – trainings, planning, and professional development**

xxxxx-5

_____ **Teaching Fellows**

xx-2

_____ **Resource Counseling Assistant – Consideration of additional RCA to target site needs**

xxxx-4

_____ **Social Emotional Support**

xxxx-4

_____ **Extended Learning - Sciences _____, English _____, Math_____.**

xxxxxxx-7

_____ **Students Incentives - Awards, Special Prices, Charms, Certificates**

xxxxx-5

_____ **Field Trips and Assemblies**

xxxxxxx-7

_____ **Bilingual Instructors Assistants**

xxxx- 4

_____ Instructional Materials (books, paper, copy machines, etc.)

xxxx- 4

Others

Mas actividades que incluyan ninas menores se 6 anos. // More activities that include girls under 6 years old.

Action 1

Title: Family Engagement in Student Education

Action Details:

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 (ongoing0

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 Support Staff - HSL: Parent Training facilitator and organizer Admin: Providing information on Vinland Class Dojo, Vinland Facebook, school website, school messenger, Peachjar.	Timeline: Weekly
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 HSL/Office Aide/ RCA/ CWAS: will contact parents for SART meetings and attendance and truancy concerns Admin: Power BI information, parent meetings	Timeline: Weekly
Describe Direct Services to Families in support of students, including materials and supplies required (curriculum and instruction): Refer to the Vinland SPSARP 510/520/530 report for detailed information regarding the planned expenditures listed below in support of this action: • 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 Families of EL students: 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.	Specify enhanced services for Families of low-performing student 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.	

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)

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

2023-2024 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/ Communication: Materials and Supplies for parent involvement in school wide events/functions: physical and virtual parent signs and communications. Writing and drawing tools such as pens/pencils/ markers, crayons, and erasing devices such as whiteboard and pencil erasers. Paper such as construction, bond, butcher lined for capturing thoughts and showing finished pieces. Parent participation resources for PLs and events that include how to communicate with the school staff and resources Parent training supplemental resources to support transition to Parent Square parent communication of an academic nature and purpose. Mailing costs. Supports G1A1, G1A2, G1A3, G2A1, G3A1, G4A1, G5A1 ** NO FOOD OR INCENTIVES **	1,296.00
G5A1	Title 1 Basic	Parent Participation	Direct-Graph			Parent Involvement- Direct Graphics-Supplemental parent communication of an academic nature and purpose, including production and mailing costs. Materials and supplies for parent / community literacy and mathematics based events to support parent/guardian/community professional development and learning. Also supports G1A1, G1A2, G1A3, G2A1, G3A1, G4A1.	500.00
G5A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for Instruction - Certificated teacher subs in order for teachers to participate for full or partial time during the school day in data chats, parent/community meetings, district events, goal setting meetings, PLC/AC planning days, class visits, class observations, cross school collaboration, visiting other schools where a partial or full day substitute in their absence is needed. May also include collaboration, participation in coaching cycles, planning / observation of others, certificated professional learning or support of class or school area observations for ILT / CCT/ Autism Inclusion Team or other committee on campus. Includes subs for teachers to be in IEP, 504, SST meetings. Includes certificated coverage for teacher/parent, teacher/parent/admin, teacher/parent/admin/student, admin/teacher. Class visits and grade level planning days as well. Goals addressed G1A1, G1A2, G1A3, G3A1, G3A1, G4A1,	9,603.00

2023-2024 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		Instruction	Teacher-Subs			G5A1. Amount includes salary and benefits. Use benefits calculator for accurate amount.	9,603.00
G5A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Parent Participation- Classified Support Supplemental- Support at after school parent meetings, babysitting for parent meetings and classes (Parent University, Parent Classes, schoolwide events). Also supports G2A1, G3A1, G4A1, G5A1.	361.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Participation - Materials and supplies for school run events and meetings including event decorations (table coverings/ wall decorations, pencils, art supplies, containers for items). Food and drinks for events with parents on campus and on study trips. G1A1, G1A2, G1A3, G2A1, G3A1, G4A1.	1,000.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Parent Participation- Classified Support Supplemental- To provide support at after or during school parent/guardian meetings. Including babysitting for parent meetings and classes (Non Parent University and Parent University meetings/ trainings, parent classes, schoolwide events). Also supports G1A1, G2A1, G2A1, G3A1, G4A1.	1,016.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext			Classified Support - Extra Time - Attendance and Social Work Services - HSL, RCA, or OA Translation Services or Parent Support. CSA or OM extra time to support parent support and safety. Also supports G3A1, G4A1.	526.00

\$14,302.00

2023-2024 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			Instruction - Certificated supplemental contracts to tutor students in content areas including ELA, Math, Science/ Social Science. Also supports G1A2, G1A3, G2A1, G3A1, G4A1, G5A1. Amount includes salary and benefits. Use benefits calculator for accurate amount. **No IEPs **	799.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Sub			Personnel -Classified Support Substitutes - Subs for classified to participate in trainings, conferences, site visits, and PL (Includes Roving sub). Supports G4A1: Recruit & Retain diverse staff reflecting community. Amount includes salary and benefits. Use benefits calculator for accurate amount.	430.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Sup			Instructional Aide supplemental contract to provide student tutoring, participate in trainings, class visit other sites, and participate in school student supported functions after or before their duty time with commitments in content areas. Also supports G1A2 and G1A3.	525.00
G1A1	Title 1 Basic	Instruction	Oth Cls-Supp			Other classified supplemental- Supplemental contract for other classified to provide student tutoring, participate in trainings, visit school sites, and support student functions after or before their duty time. Focus/ commitments in content areas. Also supports G1A2 and G1A3.	525.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Student/ Staff/ purchase of workbooks, books, audio books, digital subscriptions, teaching guides/editions, supplies for visual and performing art instruction or activities, supplies for music instruction, magazines, subscriptions, programs for staff to instruct students, students to practice. Also supports G1A2 and G1A3, G2A1, G3A1, G4A1. GE and SpEd.	250.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies- To support virtual and physical instruction (markers/pens/pencils/ colored pencils, chart paper, whiteboards, composition books, lamination paper, erasers, headphones, earbuds, paper, crayons, post its, art supplies, student classroom supplies, mic, stands, printing supplies, Promethean board items, staplers, . Supports G1A1, G1A2; G1A3, G2A1, G3A, G4A1, G5A1 ** NO FOOD OR INCENTIVES **	2,484.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Non Capitalized Equipment- New Purchase/ Updates: Computers/laptops/tablets charging stations and cords, computers/ laptops/tablet bags/ carrying cases, Promethean boards, flatscreen TVs, computers/laptops/tablets/ Promethean cords, computers/laptops/tablets/ Promethean wiring/ mounting, classroom and virtual technology functions (screens, monitors, wiring and cables, microphones, speakers,	1,658.00

G1A1		Instruction	Nc-Equipment	television screens), furniture (alternative/flexible seating, classroom furniture), cameras, projectors, projector wiring and cords, aukeys, SMART board equipment, smart board wiring/ cords/ erasers/ pens, document webcams, cameras, document camera repair/ wires/ cords, ebeams, ebeam cords/wiring/ repair, cables, laminators, Also Supports G1A2, G1A3, G2A1, G3A1, G4A1, G5A1.	1,658.00
G1A1	Title 1 Basic	Instruction	Subagreements	California Teaching Fellows Foundation : California Teaching Fellows Foundation: Sub-agreements - Teaching Fellows to supper in push in/pull out of targeted student groups and whole class support as well as 1-on-1 support in core content areas including ELA/ Math. Split funded between unit 7090 and 3010.	40,083.00
G1A1	Sup & Conc	Instruction	Nc-Equipment	Non Capitalized Equipment- New Purchase/ Repair/ Updates: Computers/laptops/tablets charging stations and cords, computers/ laptops/tablet bags/ carrying cases, Promethean boards, flatscreen TVs, computers/laptops/tablets/ Promethean cords, computers/laptops/tablets/ Promethean wiring/ mounting, classroom and virtual technology functions (screens, monitors, wiring and cables, microphones, speakers, television screens), furniture (alternative/flexible seating, classroom furniture), cameras, projectors, projector wiring and cords, aukeys, SMART board updates and annual maintenance, smart board wiring/ cords/ erasers/ pens, document webcams, cameras, document camera repair/ wires/ cords, ebeams, ebeam cords/wiring/ repair, cables, laminators, poster makers, microwaves, refrigerators, cooking supplies for theme based instructional support of ELA/Math lessons. Also Supports G1A2, G1A3, G2A1, G3A1, G4A1, G5A1.	1,500.00
G1A1	Sup & Conc	Instruction	Subagreements	California Teaching Fellows Foundation : California Teaching Fellows Foundation: Sub-agreements - Teaching Fellows to supper in push in/pull out of targeted student groups and whole class support as well as 1-on-1 support in core content areas including ELA/ Math. Split funded between unit 7090 and 3010.	81,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp	ELPAC Assessor(s) for EL students.	861.00
G1A1	LCFF: EL	Instruction	Nc-Equipment	Instruction - Non Capitalized Equipment- New Purchase Updates: computers/tablets, computer/tablet carts, computer/ Promethean, carrying bags, computer/ tablet cords, computer/tablet wiring, classroom and virtual technology functions (screens, monitors, wiring and cables, microphones, speakers, webcams, television screens), furniture (alternative/ flexible seating, classroom furniture), prometheon boards, cameras, projectors, projector wiring and cords, SMART board equipment, smart board wiring/ cords/ erasers/ pens, document cameras, document camera	800.00

G1A1		Instruction	Nc-Equipment	repair/ wires/ cords, ebeams, ebeam cords/wiring/ repair. Supports G1A1, G1A2, G2A1, G3A1, G4A1, G5A1	800.00
G1A3	Sup & Conc	Instruction	Bks & Ref	Generation Genius Science Subscription (\$1495) Renewal. Additional monies for purchasing supplemental resources, books, audio books, teaching guides/editions, magazines, subscriptions, programs for staff to instruct, students to receive and learn instruction. Also supports all students in G1A2 and G1A3, G3A1, G4A1, G5A1	2,000.00
G1A3	LCFF: EL	Instruction	Mat & Supp	Materials and supplies- EL material and supplies for student incentives, purchase orders for medals, certificates, food, study trips. Also Initiatives - Actions to improve school climate and culture, attendance, and social/ emotional needs of EL students. Supports G1A1, G1A2, G1A3, G2A1, G3A1, G4A1, G5A1.	1,592.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp	Parent Participation - Materials and Supplies - Parent participation. Food Incentives, materials and supplies) Supports G1A1, G1A2, G1A3, G2A1, G3A1, G4A1, G5A1.	300.00
G2A2	Sup & Conc	Instruction	Mat & Supp	Materials and Supplies - To support virtual and physical instruction, family engagement in student education, and staff. Markers/pens/pencils/ colored pencils, chart paper, whiteboards, composition books, lamination paper, erasers, headphones, earbuds, paper, crayons, post its, art supplies, student classroom supplies, mic, stands, printing supplies, Promethean board items, staplers. Includes student engagement. POs and blanket POs for apparel, branding, and signage to foster student, staff, family, and community engagement in the academic, art, athletic, and Vinland community. Materials and supplies school wide recognition of student efforts, increase, improvements, and proficiency, etc. Includes food, drinks, event materials, decorations, and supplies. Academic, Social Emotional, and EL/ Redesignation achievement and improvement recognition. Includes food, drinks, decorations, supplies. May include but not limited to purchase orders and blanket POs to GW, Amazon, School Mate, Office Depot, Positive Promotions, Jones, Its Elementary, A Mark, Yellow Dog, and others. P.O.s or blanket orders to alternate stores as well. Materials and Supplies - to support the use of technology for instruction, such as printing supplies, copy paper, ink, cables, cords, wiring, replacement bulbs, computers/tablets, storage devices, headphones, earphones, talking devices, aukeys, webcams. Materials and Supplies - to support instruction (markers, pens/ pencils, chart paper, whiteboards, compositions books, erasers, headphones, earbuds, paper, crayons, post its, art supplies, student classroom supplies). Materials and Supplies Academic and Social Emotional Achievement, and EL/ Redesignation. Includes food, drinks, decorations, supplies. Supports G1A1, G1A2, G1A3, G2A1, G3A1, G4A1, G5A1.	18,739.00
G2A2	Sup & Conc	Instruction	Cons Svc/Oth	Train of Thought : Select grade level teachers (4th) using resources from vendor: Train of Thought for	10,000.00

G2A2		Instruction	Cons Svc/Oth			grade level wide chess education program that teaches leadership through the game of chess. Train of Thought uses chess as a tool to accelerate the development of critical thinking skills. It's the process of identifying, analyzing, and evaluating options and the many consequences you might have to face as a result of each of those choices. The program also teaches leadership principles through the game. The goal is to help students see their potential for greatness, to instill in them the resilience to overcome any challenges, obstacles, or opposition they might encounter, and to help them see the role they play in creating their future self. Funds 2 teachers with 3rd teacher utilizing their knowledge from the 22-23 pilot. Option for 5th/6th to join afterschool Chess Club to continue their use of Chess. G1A1, G1A2, G1A3, G2A1, G3A1, G4A1, G5A1.	10,000.00
G3A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance- Instruction - updates, repairs and maintenance to technology. Supports G1A1; G1A2, G1A3, G2A2, G3A1, G4A1, G5A1.	2,000.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrcr Cnslg	0.8750	RCA: Classified Support - Attendance and Social Work Services- Resource Counseling Assistant (RCA) Targeted Support Team member, Student Tier 1, 2, and 3 support, small group and 1-on-1 student social and emotional learning support teacher and student behavior intervention support, Attendance & Truancy support, quarterly data chats with targeted students, home visits, attendance and truancy, and parent support. Maintains and manages the alternate intervention classroom for student alternate recess for social awareness. Participates in SST/IEP/504 meetings as needed. G1A1, G1A2, G1A3, G2A1, G3A1, G4A1, G5A1	61,701.00
G3A1	Sup & Conc	Food Services	Direct-Food			Supplies that include: Plates, napkins, serving ware, decorations and event games resources for student related events, food and refreshment items and utensils,(Block V, Athletic Recognitions, Student of the Month, Quarterly Awards, EL Reclassification, RIZE, club related events, school related events)	953.00
G3A1	LCFF: EL	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundation Services: Sub-agreements for Services - Family Foundations (2 days per week) - Goal 1: Student healing centered access to mental health and wellness services; Goal 2: Teacher and school staff healing centered services and support to cope with healing centered services and situations, Goal 3: Developing a healing centered school wide campus culture. Supports G1A1, G1A2, G1A3, G2A1, G2A2, G3A1, G4A1, G5A1 Split Funded with Unit 7099	14,170.00
G3A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrcr Cnslg	0.1250	RCA: Classified Support - Attendance and Social Work Services- Resource Counseling Assistant (RCA) Targeted Support Team member, Student Tier 1, 2, and 3 support, small group and 1-on-1 student social and emotional learning support teacher and student behavior intervention support, Attendance & Truancy support, quarterly data chats with targeted students, home visits, attendance and truancy, and parent support. Maintains and manages the alternate intervention classroom for student alternate recess for social awareness. Participates in SST/IEP/504 meetings as needed. G1A1, G1A2, G1A3, G2A1,	8,815.00

G3A1		Attendance & Social Work Services	Cls Sup-Reg	0.1250	G3A1, G4A1, G5A1	8,815.00
G3A1	One-time School	Guidance & Counseling Services	Subagreements		Family Foundation Services : Family Foundation Services : Sub-agreements for Services - Family Foundations (2 days per week) - Goal 1: Student healing centered access to mental health and wellness services; Goal 2: Teacher and school staff healing centered services and support to cope with healing centered services and situations, Goal 3: Developing a healing centered school wide campus culture. Supports G1A1, G1A2, G1A3, G2A1, G2A2, G3A1, G4A1, G5A1. Split Funded with Unit 7099	19,270.00
G4A1	Title 1 Basic	Instruction	Teacher-Subs		Substitutes for Instruction - Certificated teacher subs in order for teachers to participate for full or partial time during the school day in data chats, parent/community meetings, district events, goal setting meetings, PLC/AC planning days, class visits, class observations, cross school collaboration, visiting other schools where a partial or full day substitute in their absence is needed. May also include collaboration, participation in coaching cycles, planning / observation of others, certificated professional learning or support of class or school area observations for ILT / CCT/ Autism Inclusion Team or other committee on campus. Goals addressed G1A1:ELA, G1A2: Math G1A3: Science/Social Science, G3A1, G3A2, G4A1, G5A1. Amount includes salary and benefits. Use benefits calculator for accurate amount. **No IEPs **	12,065.00
G4A1	Sup & Conc	Instruction	Teacher-Supp		Teacher Supplemental - Personnel - Instruction - Supplemental contract to plan lessons, complete grading, or meet with parents. Support alternate classrooms for certificated and classified personnel that are on leave (maternity/paternity, duty modification, transfer) Supplemental for teachers to have afterschool clubs for academic and/or social or emotional clubs. Also supports G1A1, G2A1, G3A1, G4A1, G5A1.	616.00
G4A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub		Certificated Supervisor and Admin Sub - Instructional Supervision & Administration - Administrative Academic & Social and Emotional interim admin for logistics/ structures while site administration conduct and participate in meetings during school day, or in conferences, support at Student Engagement events/study trips, collaborate with certificated and classified in partial to all day trainings, receive trainings, receive trainings with staff, observe at sites or in other districts/ locations, participate in absenteeism and suspension/expulsion meetings, conduct data chats, conduct 1-on-1 meetings, and have staff meetings/ professional learning away from site. Also supports G1A1, G1A2, G1A3, G2A1, G3A1, G4A1, G5A1.	6,962.00
G4A1	Sup & Conc	Health Services	Cust Supply		Administrative, Certificated and Classified work area cleaning supplies for site offices and site locations on campus.	495.00

G5A1	Title 1 Basic	Parent Participation	Mat & Supp	Parent Budget Line/ Communication: Materials and Supplies for parent involvement in school wide events/functions: physical and virtual parent signs and communications. Writing and drawing tools such as pens/pencils/ markers, crayons, and erasing devices such as whiteboard and pencil erasers. Paper such as construction, bond, butcher lined for capturing thoughts and showing finished pieces. Parent participation resources for PLs and events that include how to communicate with the school staff and resources Parent training supplemental resources to support transition to Parent Square parent communication of an academic nature and purpose. Mailing costs. Supports G1A1, G1A2, G1A3, G2A1, G3A1, G4A1, G5A1 ** NO FOOD OR INCENTIVES **	1,296.00
G5A1	Title 1 Basic	Parent Participation	Direct-Graph	Parent Involvement- Direct Graphics- Supplemental parent communication of an academic nature and purpose, including production and mailing costs. Materials and supplies for parent / community literacy and mathematics based events to support parent/guardian/community professional development and learning. Also supports G1A1, G1A2, G1A3, G2A1, G3A1, G4A1.	500.00
G5A1	Sup & Conc	Instruction	Teacher-Subs	Substitutes for Instruction - Certificated teacher subs in order for teachers to participate for full or partial time during the school day in data chats, parent/community meetings, district events, goal setting meetings, PLC/AC planning days, class visits, class observations, cross school collaboration, visiting other schools where a partial or full day substitute in their absence is needed. May also include collaboration, participation in coaching cycles, planning / observation of others, certificated professional learning or support of class or school area observations for ILT / CCT/ Autism Inclusion Team or other committee on campus. Includes subs for teachers to be in IEP, 504, SST meetings. Includes certificated coverage for teacher/parent, teacher/parent/admin, teacher/parent/admin/student, admin/teacher. Class visits and grade level planning days as well. Goals addressed G1A1, G1A2, G1A3, G3A1, G3A1, G4A1, G5A1. Amount includes salary and benefits. Use benefits calculator for accurate amount.	9,603.00
G5A1	Sup & Conc	Parent Participation	Cls Sup-Sup	Parent Participation- Classified Support Supplemental- Support at after school parent meetings, babysitting for parent meetings and classes (Parent University, Parent Classes, schoolwide events). Also supports G2A1, G3A1, G4A1, G5A1.	361.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp	Parent Participation - Materials and supplies for school run events and meetings including event decorations (table coverings/ wall decorations, pencils, art supplies, containers for items). Food and drinks for events with parents on campus and on study trips. G1A1, G1A2, G1A3, G2A1, G3A1, G4A1.	1,000.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup	Parent Participation- Classified Support Supplemental- To provide support at after or during	1,016.00

G5A1	Parent Participation	Cls Sup-Sup	school parent/guardian meetings. Including babysitting for parent meetings and classes (Non Parent University and Parent University meetings/ trainings, parent classes, schoolwide events). Also supports G1A1, G2A1, G2A1, G3A1, G4A1.	1,016.00	
G5A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Ext	Classified Support - Extra Time - Attendance and Social Work Services - HSL, RCA, or OA Translation Services or Parent Support. CSA or OM extra time to support parent support and safety. Also supports G3A1, G4A1.	526.00
					\$304,895.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$60,615.00
Sup & Conc	7090	\$196,930.00
LCFF: EL	7091	\$28,080.00
One-time School	7099	\$19,270.00
Grand Total		\$304,895.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$134,807.00
G2 - Expand student-centered and real-world learning experiences	\$28,739.00
G3 - Increase student engagement in their school and community	\$106,909.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$20,138.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$14,302.00
Grand Total	\$304,895.00