

Viking Elementary

10621666006530

Principal's Name: Christie Yang

Principal's Signature: *Christie Yang*

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

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

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

Consolidated Program Assurances

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Christie Yang	X				
2. Chairperson -Martha Bishop			X		
3. Phonsavanh Bounkhoun		X			
4. Jeanette Rivera		X			
5. Sandy Aceves		X			
6. Hymarra Cantu				X	
7. Kimberly Reyes				X	
8. Tao Xiong				X	
9. Adelina Moreno Rivera				X	
10. Maria Rodriguez				X	
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Christie Yang	<i>Christie Yang</i>	3/30/2022
SSC Chairperson	Martha Bishop	<i>Martha Bishop</i>	3/30/2022

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 2022/23

Viking - 0465

ON-SITE ALLOCATION

3010	Title I	\$72,774 *
7090	LCFF Supplemental & Concentration	\$245,882
7091	LCFF for English Learners	\$25,600
7099	ESSER III (learning loss/COVID impact, one-time funds)	\$134,407
TOTAL 2022/23 ON-SITE ALLOCATION		\$478,663

* These are the total funds provided through the Consolidated Application		
* Title I requires a specific investment for Parent Involvement		
	Title I Parent Involvement - Minimum Required	\$2,488
	Remaining Title I funds are at the discretion of the School Site Council	\$70,286
	Total Title I Allocation	\$72,774

Viking Elementary 2022-2023 - 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
ELPAC - percentage of students who scored 4			11.59 %	2020-2021	15.69 %
i-Ready ELAD1 to D2 - percentage of students who met 40% or above typical growth			61.76 %	2021-2022	66.86 %
i-Ready ELAD2 proficiency - percentage of students on/above	✓		28.76 %	2021-2022	33.86 %
i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth			67.15 %	2021-2022	72.25 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		15.21 %	2021-2022	20.31 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

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

VIKING COMPREHENSIVE ELA PROGRAM:

Viking implements a comprehensive ELA program which consists the following for ALL students in person and virtually (simultaneously).

- 1) All ELA instructions are aligned to the CCSS (Common Core State Standards). ELA instructional strategies utilized integrate all core content areas to increase reading levels for all students, so that "Every child can and must learn at grade level and beyond" and "Move a minimum of a grade level per year".
- 2) Every classroom utilizes the GVC for all four core content areas, which includes all the Tenets on the IPG and the Four Grounding Questions.
- 3) Monitoring of student progress throughout the year with the CCI (Cycle of Continuous Improvement) process utilizing data. Due to the limited professional learning and PLC time allocated, it has been a challenge to share student work samples to calibrate and set true criteria for success from iReady D1 to D2.

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

COVID -Due to frequent quarantine of students, attendance in the classroom has been greatly impacted. Attendance has been the greatest challenge this year. With students out of the classroom frequently, instruction and learning has been greatly impacted in both ELA and Math—specifically for students who are already in the Yellow and Red Tiers to begin with.

Frequent Progress Monitoring—Due to the limited time allocated for professional learning and PLC collaboration, authentic student work samples were not collected as frequent as previous years before COVID. Therefore, teachers could not specifically and fully engage in true calibration of student work as originally planned by PLCs, and setting criteria of success were impacted for Tier 1 and Tier 2 instruction. There were disconnects among PLC members and PLCs schoolwide.

RTI did not take place as originally planned and to fidelity as it should be if there were time for PLC true collaboration and calibration of Common Formative Assessments and Common Summative Assessments. There were disconnects from the data collected and the needed for actions to implement RTI.

Due to substitute shortage where administrators had to sub in classrooms and the need for frequent contact

iReady ELA Data for 2021-2022:

****Green Tier--On/Above Grade Level:*

Viking made an overall growth in K-6th from 12% to 28% in ELA from D1 to D2 on iReady Assessment, a growth of 16% for students on or above grade level (increase from 72 students to 267 students).

****Yellow Tier--One Year Below:*

There was a decrease of 8% from D1 to D2 (52% to 44%), 308 students down to 267 students; 195 students moved to Green Tier from the Yellow Tier and 41 students moved from Red Tier to Yellow Tier.

****Red Tier--Two/More Years Below:*

There was a decrease from 36% to 28% (-8%) in the Red Tier, from 215 students to 169 students, with 46 students moving from Red Tier to Yellow Tier.

iReady ELA Data by Grade Levels from D1 to D2:

****Green Tier--On/Above Grade Level for Grades K-6:*

Kindergarten--On/Above Grade Level 9% to 36%, an increase of +27%

Grade 1--On/Above Grade Level 10% to 28%, an increase of +18%

Grade 2--On/Above Grade Level 9% to 25%, an increase of +9%

Grade 3--On /Above Grade Level 23% to 42%, an increase of +19%

Grade 4--On/Above Grade Level 9% to 18%, an increase of +8%

Grade 5--On/Above Grade Level 15% to 31%, an increase of +16%

Grade 6--On/Above Grade Level 9% to 17%, an increase of +8%

****Yellow Tier--One Year Below for Grades K-6:*

Kindergarten-- 91% to 64%, an increase of +27% moved to Green Tier

Grade 1-- 77% to 64%, an increase of +13% moved to Green Tier

Grade 2-- 43% to 49%, an increase of +6% from Red to Yellow

Grade 3--29% to 29%

Grade 4--48% to 40%, an increase of +21% moved to Green Tier

Grade 5--52% to 59%, an increase of +7% from Red to Yellow

Grade 6--29% to 42% , an increase of +13% from Red to Yellow

****Red Tier--Two/More Grades Below*

Kindergarten-- 0% to 0%

Grade 1-- 13% to 7%, a decrease of -6% in Red and moved to Yellow Tier

Grade 2--48% to 25%, a decrease of -23% in Red and moved to Yellow Tier

Grade 3--48% to 30%, a decrease of -18% in Red and moved to Yellow Tier

Grade 4--44% to 42%, a decrease of -2% in Red and moved to Yellow Tier

Grade 5-- 43% to 33%, a decrease of -10% in Red and moved to Yellow Tier

tracing, administrators were not able to walk and supervise classrooms as planned to support instruction. With the lack of consistent supervision and feedback to teachers, there were disconnects in instruction across grade levels and individual classrooms. District coaches were also limited in their time to support new teachers and veteran teachers due to shortage of subs.

Grade 6--61% to 65%, an increase of +4%, more students tested in D2 than D1

4) Viking has three tier support: Tier 1 focuses on CCSS implementation of literacy standards: Reading Standards, Literature and Informational Text, Foundational Skills, Writing Standards, Speaking and Listening Standards, and Language Standards for ALL students. Three Certificated Tutors and site TSA provide push-in support for small group Guided Reading instruction for ALL students in grades 1st-3rd. Certificated tutors also support grades 4 and 5 as needed during RTI block (as funding allows). Tier 2 provides opportunities for deployment among PLCs and flexible groupings in classrooms to differentiate instruction based on students' academic needs as reflected from CFA data points. However, this year due to COVID--deployment did not happen within PLCs for Tier 2 support. Tier 3 provides opportunities for flexible small group setting instruction provided by resource specialists and their paraprofessionals. Tier 3 consist of push-in and pull-out process, based on the needs of the students.

****Small group Guided Reading for Grades 1-3:*

Viking implements reading intervention as well as enrichment for Tier 1 and Tier 2 students in grades 1st-3rd 4x a week for 45 minutes a day. All students in grades 1-3 receive small group guided reading intervention/enrichment from classroom teachers or Certificated Tutors.

BAS Assessment Data:

Grades 1 and 2 -- 81% (144/177) of the students made a gain of one BAS level or more from August to December. From the 177 students enrolled, some students did not have scores for the beginning of year or mid year due to chronic absenteeism or was not enrolled in Viking and did not have a score. In grades 1 and 2, 32% (57/177) were on or above grade level by December 2021 according to BAS Assessment.

Grade 3 --Due to time constraints, not all 3rd grade students were assessed mid year. End of year assessment scores (May 2022) will be utilized to measure growth.

Due to COVID, the following actions were not implemented to fidelity to enhance Viking's Comprehensive ELA program.

1. Extra support with the stationary/mobile Computer Lab for students to gain access to ELA GVC(Guaranteed Viable Curriculum) through the implementation of FUSD Technology Scope and Sequence Standards.
- 2) Supplemental classified support for computer lab time for primary grades. Computer lab instruction focuses on keyboarding and computer literacy, to support success on Interim Assessments and CAASPP.
- 3) Staff collaboration by PLCs and vertical teaming: Share instructional strategies during PLC and PL time to develop lessons that include effective instructional strategies that embed ELA CCSS Foundational and Comprehension skills utilizing the CCI process (Cycle of Continuous Improvement). Due to a shortage of subs in the district, district support through ELA Coaches for instructional planning and delivery and supplemental contracts to support planning as needed was limited for new teachers and veteran teachers.
- 4) Establish and maintain an environment that encompasses a structure that is conducive to learning with Collaborative Conversations--Academic Discourse embedded in the lessons. Administrators were unable to give feedback as frequent as planned due to the frequent contact tracing and subbing in the classrooms.

VIKING COMPREHENSIVE MATH PROGRAM:

Viking made an overall growth in iReady Assessment from 4% to 15%, an increase of +11% from Diagnostic 1 to Diagnostic 2. The key factors for the 11% growth is a school-wide implementation of CCSS Math to ensure the following:

- 1) Establish and maintain an environment that encompasses a structure that is conducive to learning by implementing the following procedures and curriculum: Academic Discourse utilizing Talk Moves during collaborative math instruction.

2) Provide math instruction that reflects the shifts as required by the CCSS(Common Core State Standards) Mathematics to ensure students are receiving “instructional practices that allow students to learn the content of the lesson” in the three mathematical domains: 1) Concepts and Procedures 2) Problem Solving and Modeling & Data Analysis, and 3) Communicating Reasoning.

3) Lessons are aligned to the CCSS Mathematical practices in all grade levels by utilizing the GVC--Go Math in addition to the following: 1) Incorporate technology from GVC--Go Math and Reflex Math. 2) Incorporate reading, writing, and vocabulary development within math content to emphasize problem solving and increase student discourse to integrate writing using academic math vocabulary.

4) Support of Swun Math Coach and district Math Coaches throughout the year with implementation of Math Lesson Design.

5) Response to Intervention in classrooms to support students based on grade/site/district CFAs. Monitoring of student progress throughout the year (CCI) utilizing data. However, student work samples to calibrate and set criteria for success to measure individual teacher and PLC SMART Goals for 1st, 2nd, and 3rd iReady Diagnostic Assessments was a challenge, due to the limited time allocated for professional learning and PLC collaboration time.

iReady Math Data from D1 to D2 2021-2022:

***Green Tier--On/Above Grade Level:*

Viking made an overall growth in K-6th from 4% to 15% in ELA from D1 to D2 on iReady Assessment, a growth of +6% for students on or above grade level (increase from 26 students to 94 students).

****Yellow Tier--One Year Below:*

There was an increase of 49% to 62% in the Yellow Tier from D1 to D2, 292 students to 381 students moved from Red Tier to Yellow Tier.

****Red Tier--Two/More Years Below:*

There was a decrease from 46% to 24% in the Red Tier from D1 to D2, 132 students moved from Red Tier to Yellow Tier.

iReady Math Data by Grade Levels from D1 to D2:

****Green Tier--On/Above Grade Level for Grades K-6:*

Kindergarten--On/Above Grade Level 9% to 24%, an increase of +15%

Grade 1--On/Above Grade Level 5% to 11%, an increase of +6%

Grade 2--On/Above Grade Level 4% to 13%, an increase of +6%

Grade 3--On /Above Grade Level 2% to 15%, an increase of +13%

Grade 4--On/Above Grade Level 0% to 8%, an increase of +8%

Grade 5--On/Above Grade Level 3% to 17%, an increase of +14%

Grade 6--On/Above Grade Level 7% to 15%, an increase of +8%

****Yellow Tier--One Year Below for Grades K-6:*

Kindergarten--- 90% to 75% , an increase of +15% moved to Green Tier

Grade 1--- 71% to 82%, an increase of +11% from Red to Yellow Tier

Grade 2— 37% to 63%, an increase of +26% from Red to Yellow Tier
Grade 3—37% to 58%, an increase of +21% from Red to Yellow Tier
Grade 4—27% to 48%, an increase of +21% from Red to Yellow Tier
Grade 5—52% to 59%, an increase of +7% from Red to Yellow Tier
Grade 6—29% to 42% , an increase of +13% from Red to Yellow Tier
Red Tier—Two/More Grades Below
Kindergarten— 1% to 9%, a decrease of -8% from Red to Yellow Tier
Grade 1— 24% to 7%, a decrease of -17 % from Red to Yellow Tier
Grade 2—59% to 24%, a decrease of -35% from Red to Yellow Tier
Grade 3—61% to 27%, a decrease of -34% from Red to Yellow Tier
Grade 4—73% to 44%, a decrease of -29% from Red to Yellow Tier
Grade 5— 44% to 23%, a decrease of -21% from Red to Yellow Tier
Grade 6—61% to 42%, a decrease of -19% from Red to Yellow Tier

ENGLISH LEARNERS:

Viking reclassified 7/50 (14%) English Learners to RFEP status for the 2021-2022 school year.

EL Data:

1) 50/686 are EL students

***18/50 EL students are "on track for reclassification"

***26/50 EL students are considered as "at risk"

***6/50 EL students are considered "long term"

***SWD EL Status: 7 EL students are identified as SWD

1) 3/50 EL students are identified "at risk"

2) 4/50 EL students are identified as "long term"

iReady English Learner Data for ELA:

Green Tier— D1 6% (3/50) of the EL students are on/above grade level in Reading D2 10.87% (5/50), an increase of +4%

Yellow Tier— 40% (20/50) of the EL students are one year below grade level D2 45.65% (23/50), an increase of +5% from Red to Yellow Tier

Red Tier— D1 54% (27/50) of the EL students are two/more years below grade level D2 43.48% (22/50), an decrease of -11% from Red to Yellow Tier

iReady English Learner Data for Math:

Green Tier— D1 3% (1/50) of the EL students are on/above grade level in Reading D2 6.52% (4/50), an increase of +3.52%

Yellow Tier-- 34% (17/50) of the EL students are one year below grade level D2 67.39% (33/50), an increase of +33.39% from Red to Yellow Tier

Red Tier-- 63% (32/50) of the EL students are two/more years below grade level D2 26.09% (13/50), a decrease of - 36.91% from Red to Yellow Tier

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).

Progress monitoring--Consistent progress monitoring definitely has been a challenge again this school year. The limited time for professional learning and PLC collaboration has been difficult in collecting authentic student work samples for true grade level calibration, instructional planning, and professional learning. The CCI structure has not been implemented to fidelity as planned like it usually does pre-pandemic time. Limited access to outside vendors has also impacted the use of funds for the various actions due to COVID. Additional support such as computer lab/literacy could not be implemented due to COVID structures.

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 2022-23 SPSA.

As a result, the expected progress did not materialized 100% as planned. The plan for Tier 1, Tier 2, and Tier 3 will continue to be implemented from it's original plan for this coming school year to recover learning loss. The actions can be found on the ELA and Math Goals listed under Goal 1 A1, A2, and A3.

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 Meetings:

11/3/2021, 1/25/2022, 2/2/2022, and 2/23/2022

1. Principal presented FUSD Goals to all SSC members and how the must be aligned to the SPSA and budget allocations based on data.
2. The various funds were presented to the SSC members, staff, and other stakeholders that attended the meetings. Each fund was explained and the current allocations of actions were presented to the members. Proposed actions and allocations were also presented to members and guests during the meetings.

2 ELAC:

ELAC Meetings:

1/31/2022, 3/4/2022

1. Principal went over the purpose of ELAC, roles, and duties. Principal explained the current actions, allocations, FUSD Goals, and schoolwide data to members.
2. Principal provide opportunities for ELAC members to give their input regarding current budget allocations, SPSA, and upcoming school year allocations and actions. ELAC felt the proposed the allocations and actions in the SPSA are appropriate to move forward for 2022-2023.

3 Staff:

1. Principal presented the current SPSA, actions, and allocations to staff members via staff meetings for discussion and collaboration, via email, and Microsoft FORMS survey.
2. The various funds were presented to
 2. The various funds were presented to staff members in more than one meetings. Each fund was explained and the allocations of actions were presented to the members. Principal also updated the budget.
3. Principal provided opportunities for staff members to give feedback via hard copy documents and via electronic copies. Staff

3. Principal explained the success and challenges of COMD and the needs for 2022-2023. All School Site Council members, staff, and stakeholders that attended the meetings have agreed to continue to implement the current actions for the school year 2022-2023.

ELAC Meetings:

1/31/2022, 3/4/2022

1. Principal went over the purpose of ELAC, roles, and duties. Principal explained the current actions, allocations, FUSD Goals, and schoolwide data to members.
2. Principal provide opportunities for ELAC members to give their input regarding current budget allocations, SPSA, and upcoming school year allocations and actions. ELAC felt the proposed the allocations and actions in the SPSA are appropriate to move forward for 2022-2023.

meetings were structured for staff discussion as a whole group and small groups.

4. Staff members who attended the meetings have agreed to implement the current action plans for the following school year 2022-2023 due to not being able fully implement it to fidelity as well as having evidence/data to show the current does in fact impact student learning.

Action 1

Title: Viking Comprehensive ELA Program

Action Details:

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

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

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

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

- Cultural Proficiency

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

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

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

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

d. Language Standards

- Comprehension Skills through Close Read process: a) Identifying Key Words and Signal Words b) Look for Similarities and Differences in texts c) Causes and Effect d) Making Inferences e) Defining Words and Rewording Ideas.
- Aligning text complexity to the appropriate tasks during the lesson which will lead to opportunities for students to integrate reading, writing, speaking and listening, and/or language standards in building reading comprehension, to provide evidence from the text to demonstrate/identify critical elements of the text's concepts, ideas, structure, events/details, words, or phrases within the text.
- Instructional lessons are planned intentionally to sequence building knowledge and deepen students' comprehension of the text through the task that attends to through academic discourse and writing.
- Computer lab instruction integrates FUSD Technology Standards and research and writing for primary grades.
- PLI structure and process will be utilized to differentiate core instruction in grades K-6.

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

- PLC calibration to set anchor papers for each grade level and each genre. A "Cold Write" Writing Sample is given the 2nd week of school and one every quarter for grades K-6. Quarterly CCI process is required for all Writing Samples. All classrooms, TK-6th, will utilize writing strategies from Write Tools.
- Analyze site Common Formative Assessments (CFAs) and district CFAs throughout the year to plan for re-engagement and next steps in the context of the Four Grounding Questions: a) What do we want our students to learn? b) How do we know they've learned it? c) How will we respond if they didn't learn it? d) How will we respond if they already learned it?
- Reading software programs such as i-Ready, A-Z, etc...will be utilized as another progress monitor tool to support student achievement.
- All students and teachers will be engaged in goal setting throughout the year, including SPED teachers for identified students.
- All teachers will engage in data CCI collaboration meeting with Admin and their PLC, including SPED teachers, and plan for next instructional steps.
- RSP and Regular Education teachers will work together to support instruction and clarify/reteach standards as needed based on formative assessments through the CCI process.
- Climate and Culture Team, ILT Team, PLCs, and TST Team are included in analyzing CFA/Interim/Survey data as an ongoing basic process and design problem solving actions to address student needs academically and socially-emotionally.
- IABs, Wonders, Illuminated, i Ready, A-Z, other available software programs, and teacher created CFAs will be utilized as other measurements in the CCI process for teachers in grades K-6

4) Viking provides a Multi-Tiered System of Support (MTSS) approach to literacy development for students. PLCs will utilize the GVC (Guaranteed Viable Curriculum) to implement school-wide reading strategies (Tier 1) and provide intervention (Tier II and III) to achieve our goal of all students reading by 3rd grade.

- Tier 1 focuses on CCSS implementation of literacy standards: Reading Standards, Literature Informational Text, Foundational Skills, Writing Standards, Speaking and Listening Standards, and Language Standards for ALL students. Three Certificated Tutors and TSA provide push-in support along with classroom teacher for small group Guided Reading/Orton-Gillingham instruction for ALL students in grades 1st-3rd. Certificated tutors also support grades 4-6 as needed during RTI block (provided funds are available). Grades K-6 will implement PLI during ELA Core block to differentiate learning in Tier 1. PLCs will create, administer, and monitor formative assessments between district interim assessments (iReady). IPG Tenet 1-5 will be implemented in all classrooms. Kindergarten will utilize small group Guided Reading/Orton-Gillingham strategies when appropriate to teach reading.
- Tier 2 provides opportunities for deployment among PLCs and flexible small groupings in classrooms to differentiate instruction based on students' academic needs and with support from push-in tutors or pull-out process. Computer reading software program such as i-Ready, Moby Max, A-Z, DIBELS, Formative, and other vendors will be utilized to diagnosis, progress monitor, and provide targeted intervention lessons that align to students' diagnostic assessments. Small reading groups will utilize Orton-Gillingham/Guided Reading strategies to teach reading.
- Tier 3 provides opportunities for flexible small group setting instruction provided by resource specialists. Computer reading software program such as i-Ready, Moby Max, A-Z, DIBELS, Formative and other vendors will be utilized to diagnosis, progress monitor, and provide targeted intervention lessons that align to students' diagnostic assessments.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Data from classroom and PLC's CFAs are collected and analyzed individually by teachers and shared out in PLCs. PLCs plan for next steps and RTI to address student academic needs. Progress monitoring process will be kept on a data matrix by each teacher to measure individual teacher (GE and SPED teachers) and PLC SMART Goals toward 1st, 2nd, and 3rd district Interim Assessment (iReady), California Assessment of Student Performance & Progress (CAASSPP), and in addition BAS and Fluency goals for K-2nd. TK and Kindergarten will utilize the Kindergarten Assessment of Individual Growth (TK-KAIG) and Foundational Skills Assessment (FSA) for Kindergarten, iReady data, and PLC's CFAs as progress monitoring assessments.

- ELA CFAs (Common Formative Assessments) every three weeks for grades K-6th, utilizing the Guaranteed Viable Curriculum (GVC) assessments, teacher/PLC created CFAs, iReady, IABs, Formative, or Professional Learning Community (PLC) created assessments to respond to the Four Grounding Questions.
- Teachers utilize iReady, Wonders Assessments or other software programs to get quick data to pivot instruction throughout the week in addition to paper/pencil assessments.
- Teachers are required to implement checking for understanding strategies throughout the lessons utilizing quick whiteboard responses, exit ticket, group work, and note taking strategies, or other software program such as Nearpod/Formative.
- Students utilize TEAMS/Wonders to respond to writing prompts from teachers for quick feedback from teachers utilizing Write Tools writing strategies.
- Computer reading software programs such as i-Ready, Moby Max, A-Z, Formative, and other vendors will be utilized to diagnosis, progress monitor, and provide targeted intervention lessons that align to students' diagnostic assessments for grades K-6. Software will be provided for all students with emphasis in Students with Disabilities and African American student groups.
- IPG Data Report, Classroom observations/feedback, and SBAC/ELPAC data.
- Student artifacts will be collected quarterly for the purpose of data analyzes, monitor student progress, assess student needs, assess teaching strategy effectiveness, and across grade level articulation.

Owner(s):

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

Timeline:

Professional Learning Communities created--3 Formative Assessments per quarter.

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

Writing Samples:

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

Reading:

Reading software diagnostic assessments iReady will be utilized to measure student growth 3x a year. In addition, site will utilize BAS, teacher/PLC created CFAs, and other software program such as A-Z or Formative available to plan for next steps in differentiating instruction for the following grade levels. All TK-6th grade will be trained in Orton - Gillingham reading strategies, to provide small group reading instruction in grades TK-3rd, and as needed in 4th-6th to support schoolwide goal of "reading on grade level by 3rd grade".

Kindergarten:

- BAS and Fluency Assessments will be given to Kindergarten students, starting 2nd-4th quarter.
- Essential Standards will be selected per quarter, PLC will create CFAs to measure the essential standards. Scores will be kept on a matrix to track student progress in addition to Foundational Skills Assessment (FSA) data.

1st Grade:

- BAS and Fluency Assessments will be given to students at every quarter to measure reading levels for the purposes of instructional planning for small Guided Reading Groups.
- Essential Standards will be selected per quarter, PLC will create CFAs to measure the essential standards. Scores will be kept on a matrix to track student progress. CFAs will measure grade level standards.

2nd Grade:

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

3rd Grade:

- BAS Assessments will be given to students, starting 2nd and 4th quarter to measure reading levels.
- Essential Standards will be selected per quarter, PLC will create CFAs to measure the essential standards. Scores will be kept on a matrix to track student progress. CFAs will measure reading comprehension.

4th-6th Grades:

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

Owner(s):

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

Timeline:

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

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

PLC created--3 Formative Assessments per quarter for all grade levels.

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

1. BAS scores for Kindergarten will be 2nd(site), 3rd, and 4th quarter (district benchmarks). FAS will be administered based on district assessment calendar. Anecdotal notes as needed for instructional change to meet the needs of the students. iReady assessments will be utilized to measure student growth.
2. 1st-2nd grade BAS and Fluency scores for every quarter. Anecdotal notes/running records as needed for instructional change to meet the needs of the students.
3. 3rd grade BAS scores for 2nd quarter and 4th quarter.

T-KAIG will be 3 trimester. Anecdotal notes as needed for instructional change to meet the needs of the students.

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

Students with Disabilities, African American, and English Learners:

- The Benchmark Assessment System (BAS) will be utilized to assess students to determine reading levels of each student, for the purpose of flexible grouping of small reading instruction (Orton-Gillingham/guided reading instruction) during the specified ELA Response to Intervention (RTI) block, with support from push Intervention Tutors for grades 1-3.
- Reading software diagnostic assessments will be utilized in addition to BAS and CFAs to plan for next steps in differentiating instruction. Targeted lessons from reading software will be implemented to support individual student needs in decoding and comprehension found in the RI and RL standards for grades 2-6.
- Writing Samples: Grades K-6th will give a "cold write" writing sample within the first two weeks of school to be analyzed by individual teachers based on AC generated writing rubric. Student results shared out in PLCs for further planning for the school year. Writing samples will be given each quarter to progress monitor student writing.

Owner(s):

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

Timeline:

PLC created--3 Formative Assessments per quarter for all grade levels.

T-KAIG will be 3 trimester. Anecdotal notes as needed for instructional change to meet the needs of the students.

Reading Software Diagnostic will be given 3 times per year, to measure growth, in addition to the following:

1. BAS scores for Kindergarten will be 2nd(site) 3rd, and 4th quarter (district benchmarks). FSA will be administered based on district assessment calendar. Anecdotal notes as needed for instructional change to meet the needs of the students. iReady assessments will be utilized to measure student growth.
2. 1st-2nd grade BAS and Fluency scores for every quarter. Anecdotal notes/running records as needed for instructional change to meet the needs of the students.
3. 3rd grade BAS scores for 2nd quarter and 4th quarter.

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

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

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

2) Other direct instructional support for students:

- Stationary/Mobile Computer Lab for Students to gain access to ELA GVC through the implementation of FUSD Technology Scope and Sequence Standards. Technology standards will be taught for each grade level through computer lab time or by teachers.
- Supplemental contract for classified support during computer lab time for primary grades, to support computer literacy as stated in the FUSD Technology Standards. Computer lab instruction focuses on keyboarding and computer literacy, to support success on Interim Assessments, CFAs, and CAASPP. In addition to technology instruction, supplemental contract will support maintenance of the tablets for daily student use.
- On top of the regular ELA block, school-wide allocation of 30 extra minutes (Designated School) daily focusing on reading comprehension skills and strategies in the three domains: Key Ideas, Craft and Structure, and Integration of Knowledge. Instruction will consist high quality texts that will employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning.
- Student data chat and goal setting will be provided in the classrooms by teachers. Student growth will be recognized and celebrated school-wide for grades K-6.
- Small group reading instruction will be provided in grades K-3, utilizing push in CT support along side teacher instruction using Orton-Gillingham / Guided Reading strategies / materials.
- Supplemental contract for classified personnel to extended library hours to accommodate student needs in utilizing resources such as books, computers, etc...to extend learning beyond classroom instruction. Extra hour will be extended to parents and students once a week on Thursday nights for 1 hour to increase reading proficiency, support family literacy in the home, and opportunities for every student to meet the schoolwide Viking Reading Challenge.
- Instructional packets will be given to incoming Kindergarten students to re-enforce ELA instruction at home.
- Differentiated instruction as reflected in lesson plans and actions plans, supplemental instructional materials as needed to support differentiated instruction.
- Student agendas for intermediate grades 4-6 to support student achievement.
- Supplemental instructional supplies to support student achievement: Graphic for instructional supplies, Expository texts, leveled books, schoolwide site license for supplemental intervention reading program , (A-Z, Moby Max, DIBELS, Formative. Nearpod, and other vendors), writing papers, journals, pencils, Rochester 100, ELMOs, laptops, tablets, hardware/software/, Orton- Gillingham training/ curriculum, Write Tools training/ curriculum, etc...
- Supplemental contract for classified personnel to support teachers and students with core curriculum materials distribution and instructional supplies ordering, delivery, and professional learning.
- Supplemental contracts for extra tutoring by CTs or teachers as needed based on student data, during the day or after school.
- Substitutes for teacher release to plan for instruction and side by side professional learning or SSTs, and IEPs as needed.

Specify enhanced services for EL students:

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

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

Specify enhanced services for low-performing student groups:

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

- Flexible small group setting instruction provided by resource specialists for Students with Disabilities through push in and pull out model as needed by individual students.
- Supplemental instructional supplies as needed to address student needs.
- Administrators and RSP Teachers will collaborate with RIM for additional support.
- Reading software program such as i-Ready, Moby Max, A-Z, Nearpod, Formative, and other program software can be made available to diagnosis and plan targeted reading instruction, along with core curriculum and supplemental materials for both student groups.
- Along with classroom teachers, Resource Specialist will progress monitoring student learning throughout the year for our Students with Disabilities. Progress monitoring can be completed or done through the IEP process and progress of IEP goals, and by data chats.
- After School/during day tutoring (as needed and funding allows).
- Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).
 - School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
 - School site team and CF Pivot Team to learn together using an inclusive, improvement science model and identify next steps to accelerate progress.

Action 2

Title: Viking Comprehensive Math Program

Action Details:

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

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

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

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

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

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

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

- Tier 1 focuses on CCSS Math content implementation in addition to the 8 Mathematical Practices for ALL students: 1) Makes Sense of Problems and Persevere in Solving Them 2) Reason Abstractly and Quantitatively 3) Construct Viable Arguments and Critique the Reasoning of Others 4) Model with mathematics 5) Use Appropriate Tools Strategically 6) Attend to Precision 7) Look for and Make Use of Structure 8) Look for and Express Regularity in Repeated Reasoning. Math IPG Tenet 1-5 will be implemented in all classrooms.
- PLCs will create, administer, and monitor formative assessments between district interim assessments. PLCs will analyze and reflect on site CFAs and district CFAs throughout the year to plan for re-engagement and next steps in the context of the Four Grounding Questions: a) What do we want our students to learn? b) How do we know they've learned it? c) How will we respond if they didn't learn it? d) How will we respond if they already learned it?
- Response to Intervention in classrooms to support students based on needs: a) Grade 1—Scoring 1's on their BBF status checks, iReady Assessments, and PLC/teacher created CFAs. b) Grades 2-6, iReady Assessments and PLC/teacher created CFAs.

- Recognize students who have met their basic math facts goal for the semester—School Wide Math Champions celebrations. Support students with learning basic math facts with math programs such as BBF, i-Ready, Moby Max, Reflex Math, Frax Math, etc...and other vendors.
- All students and teachers will be engaged in goal setting throughout the year, including SPED teachers.
- All teachers will engage in data CCI collaboration meeting with Admin, including SPED teachers, and plan for next instructional steps.
- RSP and Regular Education teachers will work together to support instruction and clarify/reteach standards as needed based on formative assessments and goal setting.
- Teachers and staff members on Climate and Culture Team, TST, ILT, and PLC will be included in analyzing CFA/Interim/Survey data as an ongoing basic process and problem solve actions to address student needs.
- FIABs/IABs, iReady, Go Math, Reflex Math, Frax Math, Formative, Nearpod, and PLCs/Teacher created CFAs will be utilized as other measurements in the CCI process for teachers in grades 3-6.

4) Tier Support Structure:

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

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

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

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

- Analyze and reflect on site CFAs and district CFAs throughout the year to plan for re-engagement and next steps in the context of the Four Grounding Questions: a) What do we want our students to learn? b) How do we know they've learned it? c) How will we respond if they didn't learn it? d) How will we respond if they already learned it?
- Response to Intervention in classrooms to support students based on needs: a) Grade 1—Scoring 1's on their BBF status checks, iReady Assessments, and PLC/teacher created CFAs. b) Grades 2-6, iReady Assessments and PLC/teacher created CFAs.
- Basic Math Facts—BBF
- Student artifacts will be collected quarterly for the purpose of data analyzes, monitor student progress, assess student needs, assess teaching strategy effectiveness, and across grade level articulation.
- Grades 4-6 will utilize Math Lesson Design instructional strategies/structure to deliver math instructions.

Owner(s):

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

Timeline:

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

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

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

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

Owner(s):

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

Timeline:

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

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

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

Owner(s):

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

Timeline:

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

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

1) Viking provides a Multi-Tiered System of Support (MTSS) approach to support all students in Math. Students will be identified and grouped accordingly to needs through various assessments: SBAC, iReady Results, Go Math Assessments and site CFAs. In addition to core instruction, math instruction will vary based on assessments through a fluid RTI structure (small group instruction/PLC deployment).

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

2) Other support for students are as follows:

- Stationary/Mobile Computer Lab for Students to gain access to Math GVC through the implementation of FUSD Technology Scope and Sequence Standards. Supplemental contract for classified support for technology instruction during computer lab time for primary grades. Computer lab instruction focuses on keyboarding and computer literacy, to support success on Math Interim Assessments and CAASPP.
- Response to Intervention: Student performance data will be reviewed by individual teachers and PLCs to plan for next instructional steps and differentiate instructions to meet student needs. Supplemental contracts for Certificated tutors in Math will be provided to support small group instruction to differentiate instruction (if funding allows).
- Teachers will implement CCSS instructional strategies learned from district coaches/site professional learning, other PLCs, regional work, or Math Lesson Design coaches.
- Fifth and sixth grade teachers will implement Math Lesson Design structures to support student achievement.
- Sub release will be provided for side by side learning, professional learning, Math Lesson Design, and Math CCSS instructional planning.
- Recognize students who have made their math goal for the quarter and semester--Math Champions celebrations.

- Supplemental Math instructional supplies to meet the needs of the students from various vendors such as i-Ready, MobyMax, Formative, Nearpod, or other supplemental math software program or vendors.
- Supplemental contract for classified personnel to support teachers and students with core curriculum materials distribution, ordering, delivery, and professional learning.
- Student data chat and goal setting will be provided in the classrooms by teachers. Student growth will be recognized and celebrated school-wide for grades K-6.
- Instructional packets will be given to incoming Kindergarten students to re-enforce Math instruction at home.
- Differentiated instruction as reflected in lesson plans and actions plans, supplemental instructional supplies materials as needed to support instruction.
- Student agendas for intermediate grades 4-6 to support student achievement.
- Supplemental contracts for extra tutoring by CTs or teachers as needed based on student data, during the day or after school.
- Instructional coach will support classrooms with EL instructional strategies professional learning.

Specify enhanced services for EL students:

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

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

Specify enhanced services for low-performing student groups:

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

- Flexible small group setting instruction provided by resource specialists for Students with Disabilities.
- Supplemental instructional supplies as needed to address student needs.
- Math software program such as i-Ready, MobyMax, BBF, Formative, Nearpod, and other program softwares can be made available to diagnosis and plan targeted math instruction, along with core curriculum and supplemental materials for both student groups.
- Along with classroom teachers, Resource Specialist will progress monitoring student learning throughout the year for our Students with Disabilities.
- After School/during day tutoring (as needed and funding allows).
- Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).
 - School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
 - School site team and CF Pivot Team to learn together using an inclusive, improvement science model and identify next steps to accelerate progress.

Action 3

Title: Viking English Learners Intragrated Program

Action Details:

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

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

In addition to the school-wide comprehensive ELA and Math programs, EL students will receive the following:

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

- Small group interventions 4x a week for 30 minutes each day, for students who are academically at risk and scoring significantly below grade level on CAASPP, BAS and Fluency, Interim Assessments (iReady), and teacher/PLC created formative assessments.
- ELPAC chats will be provided for all EL students and instructional support will be provided for students prior to assessment.
- Goal setting for all EL students.
- EL Data Chats based on individual student achievement to provide specific information and inform students of teacher commitments.
- Integration of meaning-making by incorporating Listening and Speaking Standards and Writing Standards to strengthen comprehension through academic discourse and note taking skills.
- EL students will have priority for after school tutoring or during the school day pull-out or push-in to support language development with particular attention to the special role of oral language development.
- ELPAC instructional focus groups for long-term English learners and at-risk English learners.
- Teachers will embed ELPAC task types to daily Integrated and Designated ELD.
- Certificated Tutor push in for small reading group instruction.
- Translation 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

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

Disaggregated data for EL students from the following assessments:

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

Owner(s):

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

Timeline:

- Per quarter
- Per site CCI Schedule--Every 3 weeks

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

- 1) Supplemental contracts for Intervention Tutors to do small group RTI and extra support in reading comprehension strategies to support student success in literacy and English Language Development. Supplemental contract as needed for RTI.
- 2) Supplemental contract for Common Core Planning to meet the needs of EL students.
- 3) Supplemental contract for ELPAC Assessors.
- 4) Supplemental instructional supplies to meet the needs of the students.
- 5) Provide small group instruction for students who are at the Intermediate, Early Advanced, and Advance, utilizing district EL support resources to help students prior to assessments.
- 6) Data chats Supplemental materials to support instruction, including technology with various vendors.
- 7) Sub release for instructional planning and side by side professional learning.
- 8) Parent participation materials

Specify enhanced services for EL students:

All ELs will receive daily designated and integrated ELD that aligns to the students' English Language Proficiency Level.

Specify enhanced services for low-performing student groups:

EL Students with Disabilities will receive Viking's Comprehensive ELA and Math Programs in addition to the following:

- Flexible small group setting instruction provided by resource specialists for Students with Disabilities.
- Supplemental instructional supplies as needed to address student needs.
- Site will collaborate with RIM for additional support.
- Reading and Math software program such as i-Ready, MobyMax, and other program software can be made available to diagnosis and plan targeted math instruction, along with core curriculum and supplemental materials for both student groups.
- Along with classroom teachers, Resource Specialist will progress monitoring student learning throughout the year for our Students with Disabilities with data chats, IEP process, and/or IEP goals.
- Resource Specialist will implement EL strategies during delivery of instruction.
- After School/during the school day tutoring (as needed and funding allows).
- Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).
 - School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
 - School site team and CF Pivot Team to learn together using an inclusive, improvement science model and identify next steps to accelerate progress.

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0465 Viking Elementary

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-Regu	Tutor	0.3000	Intervention Tutoring--ELA Reading	30,905.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			A-Z Reading Subscription	3,000.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			Graphics--Instructional Supplies	2,000.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3000	Intervention Tutoring--ELA Reading	25,695.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for SSTs, IEPs, 504s, PLC Planning, PL	18,082.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Supplemental Contracts GVC Support-Classroom and Instructional Supplies	3,925.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies for ELA/Math. Supports ALL Goals & Actions.	129,009.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: \$10,000 Tech split funded with 7099-\$8127 & 7090 - \$1873.	1,873.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Computer Maintenance/Repair	1,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.3000	Intervention Tutoring--ELA Reading	23,792.00
G1A1	One-time School	Instruction	Teacher-Supp			Supplemental Contracts Intervention Tutors RTI/CCSS Planning -PL /Extra Curricula Activities	74,280.00
G1A1	One-time School	Instruction	Nc-Equipment			: \$10,000 Tech split funded with 7099-\$8127 & 7090 - \$1873.	8,127.00
G1A1	One-time School	Instruction	Subagreements			Write Tools, LLC : Write Tools and Cullinan Training for teachers	52,000.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Extra copiers--Office and Staff for instructional use	4,638.00
G1A3	Title 1 Basic	Parent Participation	Cls Sup-Sup			Translator for Parent/Teacher Conferences	655.00
G1A3	Title 1 Basic	Parent Participation	Mat & Supp			Parent Instructional Supplies, no food/parent incentives	1,200.00
G1A3	Title 1 Basic	Parent Participation	Communicatio			Stamps for parent communications	300.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			ELPAC Assessors	3,095.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Instructional Supplies	1,808.00

\$385,384.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓		86.88 %	2021-2022	90.98 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

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

Fall Climate and Culture Student Survey:

Students in grades 3-6 took the Climate and Culture Student Survey in the Fall (307 responses). Here are the results from the survey for these areas:

1. Student-centered and Real-world Experiences---87% favorable. Viking did meet the district benchmark of 86%

- a) 92%-- "I know how to change and improve based on the feedback I am given."
- b) 88%-- "Even when things are hard, I can overcome challenges in my life."
- c) 88%-- "My school prepares me for the life with real-world experiences."
- d) 80%-- "My school teaches lessons in ways that connect to my life."

2. Academic and Social Emotional Learning---90% favorable, which met the district benchmark of 90%. The highest favorable area with a 96% favorable was "I believe I can learn new things". The lowest with a percentage of 77% was "My school teaches me how to manage my emotions."

3. Family Engagement--68% favorable, a drop of 8%. Viking did not meet district's benchmark of 76% in this area of "Students feel their families are not part of the school" with a 58% favorable, but 78% favorable that the school encourages family participation. It is understandable that this area is low during COVID.

4. Organizational Environment--89% favorable, a drop of 1%. Viking did not meet district's benchmark of 90%. The highest favorable area with a 92% was "My school values understanding different races, ethnicities, and cultures." The lowest with a percentage of 86% is "Adults at my school seem to enjoy being there."

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

Key factors that may have contributed to the disproportionality of low-performing student groups are: 1) Chronic Absenteeism 2) Lack of opportunities for students to participate due to quarantine and other COVID related factors. 3) Many teachers could not offer students extra curricular activities throughout the year due to COVID safety guidelines. 4) Overall, there is a lot of needs for the social emotional aspect for all students and adults on campus.

5. School Environment--87% favorable, with a drop of 1%. Viking did not meet the district benchmark of 88% in this area. The highest favorable area with a 97% was "I know the school rules and what is expected of me." The lowest with a percentage of 80% was "I feel safe at school."

6. Student Engagement--79% favorable, a drop of 4%. Viking did not meet district benchmark of 84%. The highest favorable area with a 92% was "I have opportunities to be part of discussions and activities in my classroom." The lowest with a 70% was "I have a voice and feel heard at my school."

7. Student Wellness---78% favorable, a drop of 1%. Viking did not meet the district benchmark of 79% in the area of "Students felt there was not an adult at school for them to talk to when they feel sad, worried, stressed, anxious, or depressed".

Student participation in various extra-curricular activities was not offered as much as pre-pandemic. Many activities had to be suspended due to COVID safety. Planned activities such as the following were not implemented:

- 1) Students/parents participating in the library on Thursday nights.
- 2) Students/parents participating in the Young Author's Night 2x a year (Fall and Spring).
- 3) Math Champions and Reading Challenged celebrations were implemented, however, the number of students meeting the criteria was lower than pre-pandemic.
- 4) Block V Award activities were limited.
- 5) Various clubs were not offered:
 - Gardening Club
 - Art Club
 - Yugio/Pokeman Club
 - Peer Mediators
 - Inter-Mural Sports
 - *Talent Show-- Implemented but limited*
 - *Cafeteria Helpers--Implemented but limited*
 - *Library Helpers--Implemented but limited*
 - Flag Salutors
 - Winter/Spring Schoolwide performances
 - Volunteered Program
 - Homework Club
 - Career Day
 - Real life experience field trip pathways

Student Survey- Students With Disabilities based on Panorama Education Results for Fall 2021-2022:

1. The highest favorable area with a 92% was "I know how to change and improve based on the feedback I am given." The lowest area with an 80% was "My school teaches lessons in ways that connect to my life." The survey shows 87% responded Yes and 86% responded No.

Student Survey- African American based on Panorama Education Results for Fall 2021-2022:

There was no data specifically for each Race/Ethnicity. However, the results by groups are as follows for the measured Domain--Student-Centered and Real-world Experience:

African/American 87%

Asian 89%

Hispanic 86%

White 86%

Confidentiality protected 93%

***Unable to decipher the data specifically to our student group African American due to Confidentiality protected when comparisons are made between the different student ethnicity groups in Panorama Education. However, this is a focus group based on our TSI Status with the CADashboard.

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).

The key factors that contributed to intended and actual implementation of actions are as follows: 1) COVID safety measures prevented various activities from being fully implemented. 2) Lack of inputting the roster of students who participated in events in the system. 3) No adult volunteers to coordinate the activities.

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 2022-23 SPSA.

As a result, all actions will continue to be implemented for the school year 2022-2023.

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 Meetings:

11/3/2021, 1/25/2022, 2/2/2022, and 2/23/2022

1. Principal presented FUSD Goals to all SSC members and how the must be aligned to the SPSA and budget allocations based on data.
2. The various funds were presented to the SSC members, staff, and other stakeholders that attended the meetings. Each fund was explained and the current allocations of actions were presented to the members. Proposed actions and allocations were also presented to members and guests during the meetings.
3. Principal explained the success and challenges of COVID and the needs for 2022-2023. All School Site Council members, staff,

2 ELAC:

1/31/2022, 3/4/2022

1. Principal went over the purpose of ELAC, roles, and duties. Principal explained the current actions, allocations, FUSD Goals, and schoolwide data to members.
2. Principal provide opportunities for ELAC members to give their input regarding current budget allocations, SPSA, and upcoming school year allocations and actions. ELAC felt the proposed the allocations and actions in the SPSA are appropriate to move forward for 2022-2023.

3 Staff:

1. Principal presented the current SPSA, actions, and allocations to staff members via staff meetings for discussion and collaboration, via email, and Microsoft FORMS survey.
2. The various funds were presented to
2. The various funds were presented to staff members in more than one meetings. Each fund was explained and the allocations of actions were presented to the members. Principal also updated the budget.
3. Principal provided opportunities for staff members to give feedback via hard copy documents and via electronic copies. Staff meetings were structured for staff discussion as a whole group and small groups.

and stakeholders that attended the meetings have agreed to continue to implemented the current actions for the school year 2022-2023, with increasing counseling hours for student support in the area of social/emotional.

4. Staff members who attended the meetings have agreed to implement the current action plans for the following school year 2022-2023 due to not being able fully implement it to fidelity as well as having evidence/data to show the current does in fact impact student learning.

Action 1

Title: Student Engagement Goal 2

Action Details:

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

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Student participation rate in various extra-curricular activities:

- 1) Number of students/parents participating in the library on Thursday nights.
- 2) Number of students participating in Young Authors' Night, 2x a year (Fall and Spring).
- 3) Number of students participating in the Math Champion Celebrations and Reading Challenge Celebrations, 4x a year.
- 4) Number of students meeting the criteria to receive the Viking Block V Award, 2x a year.
- 5) Number of students participating in the following clubs/student activities:
 - Gardening Club
 - Art Club
 - Yugio/Pokeman Club
 - Peer Mediators
 - Inter- Mural Sports
 - Talent Show Fall and Spring
 - Cafeteria Helpers
 - Library Helpers
 - Flag Salutors
 - Daily Announcements
 - Winter/Spring Music Program
 - Winter/Spring Schoolwide Performances
 - Volunteer Program
 - Viking Vocals
 - Leadership
 - Other student/parent engagement events

Owner(s):

- Club Advisors
- Support Staff

Timeline:

Quarterly data for Student Engagement

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

- 1) Supplemental Instructional Supplies for parent events/student engagement activities from various vendors.
- 2) Supplemental personnel contracts for coordinating, training, and supervision of various Goal 2 Activities/Parent engagement activities.
- 3) Awards and incentives for students to encourage participation, attendance, and foster school spirit.
 - Award Ceremonies: Quarterly Academic Award
 - Student of the Month
 - Block V
 - Sports
 - Peach Blossom
 - Educational Field Trips
 - Talent Show/Schoolwide performances
 - Viking Vocal
 - Art Club
 - Pokimon Club
 - Homework Club
 - Peer Mediators

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

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

5) Supplemental safety supplies such as orange vest and radios for Goal 2 supervision.

Specify enhanced services for EL students:

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

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

Specify enhanced services for low-performing student groups:

Student engagement opportunities are open to all students, with an emphasis on Students with Disabilities and African American by matching them with particular staff members to build a positive relationship. Adults will check in with them and encourage them to participate in various activities. Adults includes teachers, support staff, various support from vendors such as Family Foundations, All 4 Youth, and other vendors. Same process will be utilized for other identified low performing student groups.

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

Action 2

Title: Workplace Success --Real World Experiences

Action Details:

1. Provide multiple opportunities for students to interact/engage in activities that promote social, emotional, and academic connections with peers and local communities to promote and support qualities in students that demonstrate the character and competencies for workplace success.
2. Real life experience field trip pathways.
3. Career Day--career awareness.

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

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

Progress monitor the number of students engaged in the various career pathway opportunities.

Owner(s):

Individual Teachers/Coaches/Support Staff
Office

Timeline:

Student attendance taken after each event.

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

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

Specify enhanced services for EL students:

All EL students are provided the same opportunities as the other students for engagement of the different career

Specify enhanced services for low-performing student groups:

Opportunities are open to ALL students. No students are excluded regardless on their academic status.

pathways. No students are excluded. Discussions are done in the classrooms prior/after the events to expand student understanding of the event.

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

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

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	✓		47.33 %	2021-2022	37.73 %
Suspension Rate - Semester 1	✓		2.08 %	2021-2022	0.75 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

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

Viking Overall Chronic Absenteeism:

Viking's overall Chronic Absenteeism Rate based on Power BI:

2020-2021: 19.9%

2021-2022: 49.9%, an increase of 30% from last year to this year.

Reasons for chronic absenteeism:

1. Largely due to COVID quarantine-- many students who were quarantined did not attend class virtually or turned in their work during quarantined. Some students did not attend class at all, even though they were not quarantined.
2. Phone calls and home visits were attempted for student who were frequently out, however, absenteeism for certain students did not improve. Due to the frequent contact tracing and shortage of subs, it was challenging for administrators to do home visits on a consistent basis. Site CWA position did not get filled until February 2022, which resources became limited.
3. Excessive tardiness, which contributed to absences being created.

Chronic Absenteeism for student group African American based on Power BI:

2020- 2021: 33.6% 14/43 students, 43/723 total enrollment

2021-2022: 50.8%, 33/65 students, an increase of 17.2% , 65/675 total enrollment

Chronic Absenteeism for student group Students with Disabilities based on Power BI:

2020-2021: 20.3 % 12/64 students, 64/723 total enrollment

2021-2022: 66.6% 40/60 students, an increase of 46.3%, 60/657 total enrollment

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

Schoolwide Chronic Absenteeism and for Students with Disabilities and African American student groups:

Key factors that may have contributed were:

COVID:

Quarantined due to COVID --many students who were quarantined did not attend class virtually or turned in their work during quarantined. Some students did not attend class at all, even though they were not quarantined.

Chronic Absenteeism:

- 1) Excessive Tardiness--many students come in tardy even after multiple communications to parents via SchoolMessenger, school notes going home, and parent conferences. Parents do not often follow through on the plan created by school personnel to support attendance. Parent participation in school meetings to correct behavior is limited due to unavailability of parents/guardians. The availability of school personnel to solely focus on attendance is limited (progress monitoring on a weekly/monthly/quarterly basis).
- 2) Phone calls and home visits were attempted for student who were frequently out, however, absenteeism for certain students did not improve. Due to the frequent contact tracing and shortage of subs, it was challenging for administrators to do home visits on a consistent basis. Site CWA position did not get filled until February 2022, which resources became limited.
- 3) Many of the students wake themselves up and get themselves to school with no parent involvement. Phone numbers are often disconnected and parents cannot be contacted.

Schoolwide suspensions students with 1 or more and for student group African American.

A few key factors that contributed to the suspension rate for our student group:

Viking Overall Suspension Rate based on Power BI:

2021-2022:

Quarter 1 --- 6 Entries Quarter 2 --- 7 Entries

Highest Entries were done during September and October. The locations of the suspensions were playground being the highest with 7 entries and classrooms being the second highest with 5 entries

The main cause of the entries were:

- 1) Ed Code 48900 (a) (1) Caused, Attempted, or Threaten Physical Injury, with 10 entries out of 17 total entries.
- 2) Ed Code 48900(i) Obscene Acts, Habitual Profanity, and Vulgarly, with 3 entries out of 17 total entries.

Suspensions students with1 or more for student group African American based on Power BI:

2021-2022: 26.67% 4/65 students, 65/675 total school enrollment

The reason for all 4 suspensions were Ed Code 48900 (a) (1) Caused, Attempted, Threaten to hurt someone.

Suspensions students with1 or more for student group Students with Disabilities based on Power BI:

2021-2022: 20% 5/60 students, 60/675 total school enrollment

The reasons for the suspensions were:

- 1) Ed Code 48900 (a) (1) (2) Caused, Attempted, Threaten and Ed Code 48900 (i)
- 2) Obscene Acts, Habitual Profanity, and Vulgarly.

- 1) Social Emotional needs due to the stress of COVID.
- 2) Social Emotional needs to due to family situations at home.
- 3) Students will defy the schoolwide rules, even when various incentive structures are in place to give support for student success, such as mentorship, behavior plans and counseling. Single student with multiple suspensions throughout the year for various violation of CA Ed.Code., which causes the rate to increase and show a "high status" in suspension for different student groups. 4) Parent participation in school meetings to correct behavior is limited due to unavailability of parent/guardian support.
- 5) Lack of staff personnel to consistently progress monitor the behaviors of students on a weekly/monthly/quarterly basis or work directly with students. The CWA position remained open and was not filled until February of 2022.

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).

Due to COVID, many student celebrations or activities could not be fully implemented to increase student engagement. Support personnel position allocated in the budget to support student behavior did not get filled until February, which contributed to limited resources in supporting students. The frequent contact tracing and subbing in the classrooms due to shortage of subs limited administrators' engagement on a consistent basis with students who need support the most.

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 2022-23 SPSA.

As a result, there will be no major changes for 2022-2023 since our students need the SEL support. One change is to increase the number of counseling hours on campus. The additional resources funded by LCFF will greatly help with the needs of the students and staff.

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 Meetings:

11/3/2021, 1/25/2022, 2/2/2022, and 2/23/2022

1. Principal presented FUSD Goals to all SSC members and how they must be aligned to the SPSA and budget allocations based on data.
2. The various funds were presented to the SSC members, staff, and other stakeholders that attended the meetings. Each fund was explained and the current allocations of actions were presented to the members. Proposed actions and allocations were also presented to members and guests during the meetings.
3. Principal explained the success and challenges of COVID and the needs for 2022-2023. All School Site Council members, staff, and stakeholders that attended the meetings have agreed to continue to implement the current actions for the school year 2022-2023, with increasing counseling hours for student support in the area of social/emotional.

2 ELAC:

ELAC Meetings:

1/31/2022, 3/4/2022

1. Principal went over the purpose of ELAC, roles, and duties. Principal explained the current actions, allocations, FUSD Goals, and schoolwide data to members.
2. Principal provide opportunities for ELAC members to give their input regarding current budget allocations, SPSA and upcoming school year allocations and actions. ELAC felt the proposed allocations and actions in the SPSA are appropriate to move forward for 2022-2023.

3 Staff:

1. Principal presented the current SPSA actions, and allocations to staff members via staff meetings for discussion and collaboration, via email, and Microsoft FORMS survey.
2. The various funds were presented to
2. The various funds were presented to staff members in more than one meetings. Each fund was explained and the allocations of actions were presented to the members. Principal also updated the budget.
3. Principal provided opportunities for staff members to give feedback via hard copy documents and via electronic copies. Staff meetings were structured for staff discussion as a whole group and small groups.
4. Staff members who attended the meetings have agreed to implement the current action plans for the following school year 2022-2023 due to not being able fully implement it to fidelity as well as having evidence/data to show the current does in fact impact student learning.

Action 1

Title: Attendance

[Action Details:](#)

Attendance Rate:

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

1. Design a school-wide incentive program to celebrate and increase attendance rate.
 - Each month, names of students with perfect attendance rate will go into a drawing for prizes/receive treats/or other rewards.
 - Each month, the classes with perfect attendance will be celebrated.
 - Each month, the classes with 98% or higher will win 5 minutes extra recess
 - Each quarter, names of students with perfect attendance will go into a drawing for prizes.
 - Various clubs offered to students on a monthly basis to increase attendance
2. Parent and Student meetings with school personnel

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

3. Parent orientation /Back to School Night:

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

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

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

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

TST (SEL/Behavior Tier Support Team) and Climate and Culture Teams meet monthly to analyze and collaborate the progress of each area--Attendance and Behavior. Teams will look at current structures and make changes as needed with input from staff. Progress monitor attendance rate monthly by utilizing attendance rate from ATLAS, with emphasis on Students with Disabilities and African American Student Groups.

- Print Perfect Attendance monthly to celebrate students.
- Monthly attendance meeting with parents
- OM/Home Liaison meeting with parents and students with chronic absenteeism

Owner(s):

- TST Team
- Attendance Clerk/Office Assistants
- OM
- Climate and Culture Team
- PLCs
- Teachers
- Home Liaison

Timeline:

- Monthly

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

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

- School-wide incentive for perfect attendance, most improved attendance rate.

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

Specify enhanced services for EL students:

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

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

Specify enhanced services for low-performing student groups:

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

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

Action 2

Title: Suspension Rates

Action Details:

Suspension Rate:

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

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

- CHAMPS
- Class Meetings
- Second Steps
- Classroom Incentives
- School Wide Incentives
- Growth Mindset / Mindfulness Strategies
- Collaborative Conversations
- Warrior's Promise--Criteria for Success

- Warrior's Chant
- Daily Word of Wisdom
- Schoolwide Safety Structures
- Peer Mediators
- Mentorship
- Leadership Club
- Cultural proficiency materials

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

- Tier I Support—Mentorship /Social Skills development from site personnel / individual classroom support from district CCS.
- Tier I or II Support—CWAS personnel will work with students who have chronic misbehavior in the area of building self-confidence, engage with others with positive social skills, and progress monitor daily/weekly behaviors. CWAS will work collaboratively with teachers and administrators to foster an environment that has a systematic structure process of what referrals look like, behavior modification strategies, and build criteria of success. School Psychologist will support as needed.
- Tier III—Counseling from Family Foundations or All 4 Youth will be available for students (availability of space) for social/emotional to decrease suspension rates. School Psychologist will support Tier III.

3) Supplemental contract for site Classified personnel to work with students on social skills to decrease suspension rate (if funding allows). Support staff will provide mentorship to students with needs in the areas social-emotional and academic areas (as needed).

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

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

6) Anti-bully and Safety Assemblies:

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

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

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

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

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Progress monitor student behaviors on a monthly basis by utilizing the following reports, with emphasis on Students with Disabilities and African American Student Groups.

- Print office referrals, suspension, and other infractions from ATLAS or Admin data tracker
- Power BI—Student behavior reports

Owner(s):

- SEL/Behavior Tier Support Team (TST)
- Attendance Clerk
- OM
- Climate and Culture Team
- PLCs
- Teachers

Timeline:

- Monthly

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

Progress monitor behavior data report from the following tools, with emphasis on Students with Disabilities, African American, and White Student Groups.

- # of SSTs for Behavior
- Number of office referrals per quarter and the educational code for the office referrals.
- ATLAS entries
- Data from the different support social/emotional vendors: Family Foundations, All 4 Youth, Intervention Specialist (CWAS), etc...

Owner(s):

- Intervention Specialists –CWAS
- Teachers
- SEL/Behavior Tier Support Team (TST), CWAS, All 4 Youth, Family Foundations, etc...
- Climate and Culture Team

Timeline:

- Bi-monthly and as needed
- Quarterly

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

Support for students:

- PreK-6th implementation of weekly Class Meetings/Morning Circles and Second Step lessons.
- Tier 2 support--Social Skills and Mentorship by CWAS and Classified Support Staff (through supplemental contracts)
- Tier 3 support--Counseling by Family Foundations and All 4 Youth
- Celebrate Character Counts through Student of the Month Award Ceremony
- Celebrate good citizenship through Quarter Award Ceremonies
- Schoolwide safe and civil procedure assemblies
- Intra-mural sports during morning and lunch recess --safety supplies, orange vests, radios, whistles, sport equipments
- Supplemental contracts for coordinating, training, and supervising Peer Mediators.--supplies as needed to support program
- Supplemental Contracts for site monthly trainings for NTAs on Character Counts initiative and Safe and Civil procedures.
- Supplemental contracts for 3 extra NTAs for intra-mural extra- curricular activities.
- Incentives for schoolwide good behaviors--examples: prizes, pizza parties, t-shirts, water bottles, yard signs, etc...
- Peer Mediators
- Leadership Clubs
- Supplemental contracts for after school clubs as funding allows
- Supplemental instructional supplies for extra curricular activities to promote positive behaviors and school connectedness
- Counseling, mentorship, and social skills development from various vendors and site classified staff members.
- Student Motivational assemblies: Funworks by Karen Gaines, The Positively Project, etc...

Specify enhanced services for EL students:

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

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

Specify enhanced services for low-performing student groups:

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

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

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0465 Viking Elementary

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Guidance & Counseling Services	Subagreements			Family Foundation Services : Counseling--Family Foundation Services 3 days per week. \$50,160 Contract: 3010-\$33,453, 7090-\$16,707 G1A1, G3A2	33,453.00
G3A1	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Counseling--Family Foundation Services 3 days per week. \$50,160 Contract: 3010-\$33,453, 7090-\$16,707 G1A1, G3A2	16,707.00
G3A2	Sup & Conc	Other Pupil Services	Oth Cls-Supp			Climate Culture Safety--NTA Support/NTA Training	28,776.00

\$78,936.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓		90.67 %	2021-2022	91.77 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

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

Fall Climate and Culture Staff Survey:

Viking staff took the Climate and Culture Staff Survey in the Fall (50 responses). Here are the results from the survey for these areas:

1. Organizational Environment: Overall school result is at a 91% favorable. Viking met the district's benchmark of 90% Viking's greatest strength is in the "Organizational Environment" with an overall of 97% an increase of +3% based on the aligned questions in this domain.

- a) 90%-- "This school prepares me to meet my students' needs."
- b) 94%-- "I feel valued at this school."
- c) 100%-- "I enjoy being at school."
- d) 94%-- "This school values understanding different races, ethnicities, and cultures."
- e) 92%-- "I see the connection between my role and the district's mission and vision for students."
- f) 90%-- "Adults at this school model the social emotional skills we expect from students."
- g) 84%-- "We have a culture that provides staff with the following: Feedback to improve and grow."
- h) 84%-- "We have a culture that provides staff with the following: Recognition for the work we do."
- i) 88%-- "We have a culture that provides staff with the following: Opportunities to be involved in planning and decision making."
- j) 96%-- "Students feel safe at this school."
- k) 96%-- "Students know the school rules and what is expected of them."
- l) 90%-- "Adults at this school treat all students fairly."

2. Academic and Social Emotional Learning--92% favorable, which did not meet the district benchmark of

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

Staff Survey: Organizational Environment:

The inequities or key factors that contributed to the disproportionality of low performing student groups as it relates to this goal is due to the stress of COVID--quarantined, student out for symptoms, limited or lack of opportunities for student activities, students/adult celebrations, etc...

Many of the planned activities to celebrate students could not be implemented due to the COVID guidelines of contact tracing since many of the activities required face to face interactions. However, staff members continued to celebrate students virtually with the quarter award assemblies, Student of the Month Celebrations, and Talent Shows.

Staff Survey--Overall positive with a 91% in the Organizational Domain. One of the key factor that contributed to the inequities is due to limited opportunities for staff and students to engage in planned activities which did not take place. Many of the activities planned could not be implemented to fidelity due to COVID guidelines. Other key factors that contributed to the inequities were the limited time staff were allocated for collaboration to plan for activities and the COVID safety procedures and structures put in place for the purpose of contact tracing

Student Survey- The inequities or key factors that contributed to the disproportionality of low performing student groups as it relates to this goal is due to the limited opportunities to engage in the various planned activities which were not implemented to fidelity due to COVID guidelines. Many of the activities required face to face interactions.

Student Survey- Students With Disabilities and African American Student Groups:

The inequities or key factors that contributed to the disproportionality for this student group groups as it relates to this goal are:

COVID:

1. COVID--Many of the planned activities to celebrate students could not be implemented due to COVID guidelines of contact tracing. Many of the activities required face to face interactions. However, staff

93%. The highest favorable area with a 98% favorable was "Students at this school are challenged to learn new things". The lowest with a percentage of 77% was "Students plan the steps they need to take to reach their goals."

3. Family Engagement—83% favorable, a drop of 9%. Viking did not meet district's benchmark of 92%. The highest favorable area with a 98% was "This school frequently updates families about their students' progress in class." The lowest area with a 72% was "This school encourages family participation. It is understandable that this area is low during COVID."

4. Student-centered and Real-world Experiences -82% favorable, a drop of 6%. Viking did not meet district's benchmark of 88%. The highest favorable area with a 89% was "Students know how to change and improve based on feedback they are given." The lowest with a percentage of 75% was "Students at this school are prepared for life with real-world experiences."

5. School Environment—87% favorable, with a drop of 1%. Viking did not meet the district benchmark of 88% in this area. The highest favorable area with a 97% was "I know the school rules and what is expected of me." The lowest with a percentage of 80% was "I feel safe at school."

6. Student Wellness—96% favorable, a drop of -2%. Viking did not meet the district benchmark of 98%. The highest favorable area with a 96% was "If students feel sad, worried, stressed, anxious, or depressed, there is an adult at school that they can talk to."

7. Student Engagement—80% favorable, a drop of 6%. Viking did not meet district benchmark of 94%. The highest favorable area with a 100% was "School staff care about our students." The lowest with a 62% was "This school provides students with opportunities to be part of clubs and activities at school." Before COVID, many clubs and activities were offered to students, however, because of COVID, all clubs and activity opportunities were very limited.

Student participation in various extra-curricular activities was not offered as much as pre-pandemic. Many activities had to be suspended due to COVID safety. Planned activities such as the following were not implemented:

- 1) Students/parents participating in the library on Thursday nights.
- 2) Due to COVID, parents did not have opportunities to volunteered in the classrooms as before. Therefore, Parent Volunteer recognition has not been implemented during closure of March 13, 2020- current.
- 2) Students/parents participating in the Young Author's Night 2x a year (Fall and Spring). Other family activities were limited due to COVID.
- 3) Math Champions and Reading Challenged celebrations were implemented, however, the number of students meeting the criteria was lower than pre-pandemic.
- 4) Block V Award activities were limited.
- 5) Various clubs were not offered:
 - Gardening Club
 - Art Club
 - Yugio/Pokeman Club
 - Peer Mediators
 - Inter-Mural Sports
 - Talent Show -- Implemented but limited
 - Cafeteria Helpers—Implemented but limited
 - Library Helpers—Implemented but limited

members continued to celebrate students virtually with the quarter award assemblies, Talent Shows, and Student of the Month Celebrations. Many students who were quarantined did not attend class virtually or turned in their work during quarantined. Some students did not attend class at all, even though they were not quarantined.

Chronic Absenteeism:

- 1) Excessive Tardiness—many students come in tardy even after multiple communications to parents via SchoolMessenger, school notes going home, and parent conferences. Parents do not often follow through on the plan created by school personnel to support attendance. Parent participation in school meetings to correct behavior is limited due to unavailability of parents/guardians. The availability of school personnel to solely focus on attendance is limited (progress monitoring on a weekly/monthly/quarterly basis).
- 2) Phone calls and home visits were attempted for students who were frequently out, however, absenteeism for certain students did not improve.
- 3) Many of the students wake themselves up and get themselves to school with no parent involvement. Phone numbers are often disconnected and parents cannot be contacted.

- Flag Salutors
- Winter/Spring Schoolwide performances
- Volunteered Program
- Homework Club
- Career Day
- Real life experience field trip pathways

Student Survey- Students With Disabilities based on Panorama Education Results for Fall 2021-2022:

1. The highest favorable area with a 92% was "I know how to change and improve based on the feedback I am given." The lowest area with an 80% was "My school teaches lessons in ways that connect to my life." The survey shows 87% responded Yes and 86% responded No.

Student Survey- African American based on Panorama Education Results for Fall 2021-2022:

There was no data specifically for each Race/Ethnicity. However, the results by groups are as follows for the measured Domain--Student-Centered and Real-world Experience:

African/American 87%

Asian 89%

Hispanic 86%

White 86%

Confidentialityprotected 93%

***Unable to decipher the data specifically to our student group African American due to Confidentiality protected when comparisons are made between the different student ethnicity groups in Panorama Education. However, this is a focus group based on our TSI Status with the CADashboard.

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).

Students:

One key factor that contributed to the disproportionality of low performing student groups as it relates to this goal was largely due to the chronic absenteeism rate and the COVID quarantined guidelines. Many of the planned activities to celebrate students could not be implemented due to COVID safety structures that were put in place for the purpose of contact tracing. Many of the activities planned required schoolwide or multiple classrooms face to face interactions.

Staff:

Two of the key factors that contributed to the inequities were the limited time staff were allocated for collaboration to plan for activities and the COVID safety procedures and structures put in place for the purpose of contact tracing. Therefore, many activities could not be implemented to fidelity or implemented at all.

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 2022-23 SPSA.

Many of the planned activities to celebrate students and staff could not be implemented due to the COVID safety procedures and structures. The planned activities will not change for next school year. All planned activities will be implemented as applicable for all staff and students.

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 Meetings:

11/3/2021, 1/25/2022, 2/2/2022, and 2/23/2022

1. Principal presented FUSD Goals to all SSC members and how they must be aligned to the SPSA and budget allocations based on data.
2. The various funds were presented to the SSC members, staff, and other stakeholders that attended the meetings. Each fund was explained and the current allocations of actions were presented to the members. Proposed actions and allocations were also presented to members and guests during the meetings.
3. Principal explained the success and challenges of COVID and the needs for 2022-2023. All School Site Council members, staff, and stakeholders that attended the meetings have agreed to continue to implement the current actions for the school year 2022-2023.

2 ELAC:

ELAC Meetings:

1/31/2022, 3/4/2022

1. Principal went over the purpose of ELAC, roles, and duties. Principal explained the current actions, allocations, FUSD Goals, and schoolwide data to members.
2. Principal provide opportunities for ELAC members to give their input regarding current budget allocations, SPSA and upcoming school year allocations and actions. ELAC felt the proposed allocations and actions in the SPSA are appropriate to move forward for 2022-2023.

3 Staff:

1. Principal presented the current SPSA actions, and allocations to staff members via staff meetings for discussion and collaboration, via email, and Microsoft FORMS survey.
2. The various funds were presented to staff members in more than one meetings. Each fund was explained and the allocations of actions were presented to the members. Principal also updated the budget.
3. Principal provided opportunities for staff members to give feedback via hard copy documents and via electronic copies. Staff meetings were structured for staff discussion as a whole group and small groups.
4. Staff members who attended the meetings have agreed to implement the current action plans for the following school year 2022-2023 due to not being able fully implement it to fidelity as well as having evidence/data to show the current does in fact impact student learning.

Action 1

Title: Recruitment and retention of staff

Action Details:

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

Viking Demographics: Annual Average enrollment 637—Based on the 2021-2022 enrollment on Power BI:

Student Groups:

- 85.7% of the student population is Socioeconomically Disadvantaged.
- 1.1% of the student population is Homeless
- 1.3% of the student population is Foster Youth
- 10.98% of the student population is Students with Disabilities

- 7.5% of the student population is English Learners

Race/Ethnicity

- 0.47% of the student population is Filipino
- 1.32% of the student population is American Indian
- 6.14% of the student population is African American
- 13.32% of the student population is White
- 61.9% of the student population is Hispanic
- 4.39% of the student population is Two or More Races
- 9.4% of the student population is Asia
- .78% of the student population is Pacific Islander

Composition of Viking certificated/classified staff and students:

- 58 staff permanent staff members— a) 12 male staff members b) 46 staff members
- 635 students enrolled based on ATLAS a) 49.2 % are female students b) 50.8% are male students (based on Power BI data)

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

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

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

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

3. Shared Decision Making:

- Academic—Bi-weekly/Monthly Instructional Leadership Team Meeting; End of year planning with schoolwide data analysis and create opportunities for schoolwide professional learning and schoolwide initiatives; Hoover Region Lead Teacher Meeting; Admin/ILT/district personnel to provide PL for other staff members.
- SEL—Monthly Climate and Culture Team meeting to analyze SEL data and create opportunities to address and create a positive learning environment for all staff and students.
- Weekly staff meeting and PLC meetings to address academics and SEL areas.
- Designated School voting process
- SSC
- PLCs and other staff members are involved in the site hiring process

3. Cultural Proficiency Training:

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

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

1. Number of cultural proficiency trainings for staff members
2. Number of multi-culture extra curricular activities offered for students, staff, and community.
3. Agenda items and number of ILT, CCT, Staff meetings, and PLCs that reflect professional learning opportunities for staff to create an environment that cultivates a sense of belonging and "life long learners".
4. Yearly staff survey from Panaroma Education Survey.

Owner(s):

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

Timeline:

Monthly/Quarterly/Yearly based on the activities

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

Student Academics: ELA Professional Training:

- Orton-Gillingham training for all TK-3, CTs, and optional for 4th-6th. Supplemental supplies needed to support implementation.
- Write Tools Training for all TK-6. Supplemental supplies needed to support implementation.
- MLD Training for grades 4-6. Supplemental supplies needed to support implementation
- Supplemental instructional supplies to support student academics in the classrooms.
- Supplemental instructional supplies to support professional learning opportunities for parents regarding academic strategies they can utilize to help their students.
- Professional learning opportunities for staff members through various venues --sub release as needed.
- Supplemental contracts for staff members planning and providing professional learning opportunities in the four domains of the DEI Framework: Cultural Proficiency, Culturally Proficient Practices, Multi-Cultural Awareness and Experiences, and Social Action.
- Translators are provided to support parents who speaks a language other than English
- Supplemental materials for the various parent meetings--books, flier, stamps for communications, etc...
- Supplemental contract and supplemental instructional materials will be provided for library tech to extend library hours for students and parents use, once a week on Thursday night from 5:00 pm -6:00 pm, to encourage family literacy.
- Sub release for Instructional planning utilizing the IPG, Regional Plan, State Standards and instructional supplies to support planning and instruction

Student Centered and Real-World Learning:

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

Student Engagement:

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

- Mentorship supplemental instructional supplies and supplemental contracts
- Counseling instructional Supplies
- Supplemental contract for staff personnel to focus on attendance, mentorship, etc...to provide social skills, character building, etc...
- Supplemental contracts for staff personnel in coordinating a leading the intra-mural sports during morning and lunch recess
- Student incentives--prizes, pizzas, t-shirts, water bottles, etc...

Specify Professional Development or Staff Services to support EL students:

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

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

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

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

- Flexible small group setting instruction provided by resource specialists for Students with Disabilities.
- Administrators and RSP Teachers will collaborate with RIM for additional support.
- PLC and RSP Teachers co-planning to support students within the structure of push in and pull out.
- Reading software program such as i-Ready, Moby Max, and other program software can be made available to diagnosis and plan targeted reading instruction, along with core curriculum and supplemental materials for both student groups.
- Along with classroom teachers, Resource Specialist will progress monitoring student learning throughout the year for our Students with Disabilities.
- After School/during day tutoring (as needed and funding allows).
- Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).
 - School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
 - School site team and CF Pivot Team to learn together using an inclusive, improvement science model and identify next steps to accelerate progress.

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	✓		85.62 %	2021-2022	90.72 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

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

Fall Climate and Culture Family Survey:

These are the results for the Climate and Culture Family Survey in the Fall (152/656 responses). Here are the results from the survey for these areas:

1. Inclusive Opportunities for families to engage in their students' education--86% favorable. Viking did not meet the district benchmark of 89%, a drop of -3%

- a) 95%-- "Adults at my child's school treat me with kindness and respect."
- b) 88%-- "I have opportunities to provide input at my child's school."
- c) 77%-- "I feel like I am a partner in making decisions at my child's school."
- d) 81%-- "I feel like I am part of my child's school."
- e) 87%-- "My child's school encourages family participation."
- f) 89%-- "My child's school frequently updates me about my child's progress in class."

2. Academic and Social Emotional Learning--93% favorable, which met the district benchmark of 93%. The highest favorable area with a 98% favorable was "I believe grading at my child's school is fair". The lowest with a percentage of 87% was "Adults at my child's school teach students how to manage their emotions."

3. Student-centered and Real world experiences -90% favorable, Viking did meet district's benchmark of 90%. The two highest favorable area with a 95% favorable were "My child knows how to change and improve based on feedback they are given" and "My child believes they can overcome challenges in their life, even when things are hard". The lowest with a percentage of 83% was "My child's school is preparing them for life with real-world experiences."

4. Organizational Environment--93% favorable, which did not meet the district's benchmark of 94%, a drop of 1%. The highest favorable area with a 99% was "My child knows the school rules and what is expected of

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

Family Engagement:

One key factor that impacted the drop of inclusive opportunities for families to engage in their student's education is the COMD procedures and structures implemented for safety of the students and staff. Face and face interactions have been limited to office and material drop pick up and drop off only. Many previous planned family activities have not been fully implemented to fidelity, therefore, it is understandable that for the last two years, parents have not felt fully engaged in their children's education.

Another factor that may have lead to an inequity is the lack of technology usage by our parents. Therefore, many parents could not participate in the virtual programs/activities/celebrations of their students. This factor impacts many of our parents who may not have the technology devices or knowledge to join.

them." The lowest with a percentage of 87% is "Adults at my child's school treat all students fairly."

5. School Environment--93% favorable, with a drop of 1%. Viking did meet the district benchmark of 94%, a drop of -1%. The highest favorable area with a 99% was "My child knows the school rules and what is expected of them." The lowest with a percentage of 87% was "Adults at my child's school treat all students fairly."

6. Student Engagement--91% favorable. Viking did meet district benchmark of 91%. The highest favorable area with a 96% was "My child has opportunities to be part of discussions and activities in the classrooms." The lowest with a 83% was "My child has opportunities to be part of clubs, and activities at school."

7. Student Wellness--83% favorable, a drop of 3%. Viking did not meet the district benchmark of 86%. 83% of our family members felt when their child feels sad, worried, stressed, anxious, or depressed, there is an adult at Viking that they can talk to.

Student and family participation in various extra-curricular activities was not offered as much as pre-pandemic. Many activities had to be suspended due to COVID safety. Planned activities such as the following were not implemented:

- 1) Students/parents participating in the library on Thursday nights.
- 2) Students/parents participating in the Young Author's Night 2x a year (Fall and Spring).
- 3) Math Champions and Reading Challenged celebrations were implemented, however, the number of students meeting the criteria was lower than pre-pandemic.
- 4) Block V Award activities were limited--parents were no invited for face to face celebration, however, parents were invited to join virtually.
- 5) Various clubs were not offered:
 - Gardening Club
 - Art Club
 - Yugio/Pokeman Club
 - Peer Mediators
 - Inter-Mural Sports
 - *Talent Show-- parents were not invited for face to face show, invitations were sent out for virtual participation only.*
 - Cafeteria Helpers
 - Library Helpers
 - Flag Salutors
 - *Winter/Spring Schoolwide performances--did no implement*
 - *Volunteered Program--did not implement*
 - *Back to School--no face to face, virtual Back to School*
 - *Open House--Optional face to face or virtual*
 - Homework Club
 - Career Day
 - Real life experience field trip pathways

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).

Due to COVID safety procedures and structures, many planned activities were not fully implemented to engage family participation. Family events and student celebrations did not take place as originally planned or invitations for parents were virtually only vs. face to face celebration/events.

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 2022-23 SPSA.

There will not be any changes for the upcoming school year. The only change is family and student activities will be implemented to celebrate our students and families to create a sense of belonging and increase student and family engagement.

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 Meetings:

11/3/2021, 1/25/2022, 2/2/2022, and 2/23/2022

1. Principal presented FUSD Goals to all SSC members and how the must be aligned to the SPSA and budget allocations based on data.
2. The various funds were presented to the SSC members, staff, and other stakeholders that attended the meetings. Each fund was explained and the current allocations of actions were presented to the members. Proposed actions and allocations were also presented to members and guests during the meetings.
3. Principal explained the success and challenges of COMD and the needs for 2022-2023. All School Site Council members, staff, and stakeholders that attended the meetings have agreed to continue to implemented the current actions for the school year 2022-2023.

2 ELAC:

ELAC Meetings:

1/31/2022, 3/4/2022

1. Principal went over the purpose of ELAC, roles, and duties. Principal explained the current actions, allocations, FUSD Goals, and schoolwide data to members.
2. Principal provide opportunities for ELAC members to give their input regarding current budget allocations, SPSA, and upcoming school year allocations and actions. ELAC felt the proposed the allocations and actions in the SPSA are appropriate to move forward for 2022-2023.

3 Staff:

1. Principal presented the current SPSA actions, and allocations to staff members via staff meetings for discussion and collaboration, via email, and Microsoft FORMS survey.
2. The various funds were presented to
2. The various funds were presented to staff members in more than one meetings. Each fund was explained and the allocations of actions were presented to the members. Principal also updated the budget.
3. Principal provided opportunities for staff members to give feedback via hard copy documents and via electronic copies. Staff meetings were structured for staff discussion as a whole group and small groups.
4. Staff members who attended the meetings have agreed to implement the current action plans for the following school year 2022-2023 due to not being able fully implement it to fidelity as well as having evidence/data to show the current does in fact impact student learning.

Action 1

Title: Families

[Action Details:](#)

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

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

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

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

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

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

- Parent Orientations for PreK, TK, and Kinder at the beginning of the school year to promote academic growth
- Back to School Night
- Parent Teacher Conferences-- as needed for academic and student SEL
- Set a respectful tone throughout school environment to engage in a climate of trust
- Motivate students by addressing the human need to feel a sense of significance and belonging for all students and their families
- Back to School Night: a) Review school wide expectations with parents in cafeteria by principal b) Individual teachers review classroom expectations in classrooms.
- Title I Parent Meetings--Explain the actions for Parent Involvement (required by Title I)
- Counseling from Family Foundations and All 4 Youths will be available for students and families as applicable--connecting the students and families.
- SST--Student Success Team
- IEP--Individualized Educational Plan

- ELAC--English Learner Advisory Council
- DELAC--District English Learner Advisory Council
- School Site Council
- Extend library hours for students and parents use, once a week on Thursday night from 5:00 pm -6:00 pm, to encourage family literacy.
- Parent Workshops
- Young Author's Night

4. Parent professional learning opportunities:

- Parents are encouraged to participate in the Parent University classes offered to parents regarding the educational system.
- Reading, Math, Science, etc...parent workshops
- PIQUE
- Site parent workshops

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

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

6. SEL support for students and families:

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

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

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

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

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

Progress Monitoring will take place on a monthly/quarterly basis based on the activities or opportunities provided for students and families. The data which will specifically be utilized are:

- Attendance Report
- Agenda items and number of parents meetings that provides learning opportunities for parent engagement.
- Behavior Report from Intervention Specialist
- Referrals from Counseling
- Number of students being recognized for academic achievements
- Number of students participation in various activities
- Number of parent participation for various meetings, professional learning, and attendance of parent events, parent/teacher conferences, etc..

Owner(s):

- MTSS Team
- Attendance Clerk
- OM
- Climate and Culture Team
- PLCs
- Teachers
- Administrators
- Club Sponsors
- Home School Liaison

Timeline:

- Monthly/Quarterly

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

Student Academics

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

Student Centered and Real-World Learning:

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

Student Engagement:

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

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

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

1. ELAC meetings
2. Parent Workshops specifically towards EL support
3. Supplemental instructional supplies support EL Parents and students

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

All services and opportunities will be provided for ALL students:

- Professional learning for site leaders and teachers focused on supporting the needs of low performing students.
- Site collaboration with RIM for additional support.

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

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

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

- Parent workshops opportunities to support parents.
- Home School Liaison can support by connecting school to home through phone calls or various activities.
- Parent/Teacher/Admin conferences as needed.
- Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).
 - School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
 - School site team and CF Pivot Team to learn together using an inclusive, improvement science model and identify next steps to accelerate progress.

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0465 Viking Elementary

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Childcare for parent meetings	261.00
G5A1	Title 1 Basic	Parent Participation	Direct-Graph			Graphic--Parent Handbooks G1A3	1,000.00
G5A1	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Sup			Supplemental contracts Extra Office Support	3,925.00
G5A1	Sup & Conc	Instructional Library, Media & Tech	Cls Sup-Sup			Supplemental contract Extended Library Hours for Parents/Computer Lab Support	9,157.00

\$14,343.00

2022-2023 Budget for SPSA/School Site Council

State/Federal Dept 0465 Viking Elementary

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.3000	Intervention Tutoring--ELA Reading	30,905.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			A-Z Reading Subscription	3,000.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			Graphics--Instructional Supplies	2,000.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3000	Intervention Tutoring--ELA Reading	25,695.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for SSTs, IEPs, 504s, PLC Planning, PL	18,082.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Supplemental Contracts GVC Support-Classroom and Instructional Supplies	3,925.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies for ELA/Math. Supports ALL Goals & Actions.	129,009.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: \$10,000 Tech split funded with 7099- \$8127 & 7090 - \$1873.	1,873.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Computer Maintenance/Repair	1,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.3000	Intervention Tutoring--ELA Reading	23,792.00
G1A1	One-time School	Instruction	Teacher-Supp			Supplemental Contracts Intervention Tutors RTI/CCSS Planning -PL /Extra Curricula Activities	74,280.00
G1A1	One-time School	Instruction	Nc-Equipment			: \$10,000 Tech split funded with 7099- \$8127 & 7090 - \$1873.	8,127.00
G1A1	One-time School	Instruction	Subagreements			Write Tools, LLC : Write Tools and Cullinan Training for teachers	52,000.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Extra copiers--Office and Staff for instructional use	4,638.00
G1A3	Title 1 Basic	Parent Participation	Cls Sup-Sup			Translator for Parent/Teacher Conferences	655.00
G1A3	Title 1 Basic	Parent Participation	Mat & Supp			Parent Instructional Supplies, no food/parent incentives	1,200.00
G1A3	Title 1 Basic	Parent Participation	Communicatio			Stamps for parent communications	300.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			ELPAC Assessors	3,095.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Instructional Supplies	1,808.00
G3A1	Title 1 Basic	Guidance & Counseling Services	Subagreements			Family Foundation Services : Counseling--Family Foundation Services 3 days per week. \$50,160 Contract: 3010-\$33,453, 7090-\$16,707 G1A1, G3A2	33,453.00
G3A1	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Counseling--Family Foundation Services 3 days per week. \$50,160 Contract: 3010-\$33,453, 7090-\$16,707 G1A1, G3A2	16,707.00
G3A2	Sup & Conc	Other Pupil Services	Oth Cls-Supp			Climate Culture Safety--NTA Support/NTA Training	28,776.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Childcare for parent meetings	261.00
G5A1	Title 1 Basic	Parent Participation	Direct-Graph			Graphic--Parent Handbooks G1A3	1,000.00
G5A1	Sup & Conc	Instructional Supervision & Admir	Cl&Tech-Sup			Supplemental contracts Extra Office Support	3,925.00
G5A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Sup			Supplemental contract Extended Library Hours for Parents/Computer Lab Support	9,157.00

\$478,663.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$72,774.00
Sup & Conc	7090	\$245,882.00
LCFF: EL	7091	\$25,600.00
One-time School	7099	\$134,407.00
Grand Total		\$478,663.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$385,384.00
G3 - Increase student engagement in their school and community	\$78,936.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$14,343.00
Grand Total	\$478,663.00