

**Viking Elementary**

10621666006530

Principal's Name: Christie Yang

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

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

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

**Consolidated Program Assurances**

<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school’s English Learners’ Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups 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 (Parent Advisory Committee (PAC) and District English Learners’ Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</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 rewritten during the second semester of each school year for annual approval by the Board of Education.</p>

**School Site Council**



<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. Principal - Christie Yang	X				
2. Chairperson - Mary Veach		X			
3. Rebecca Horwitz		X			
4. Allegra Cabral – Secretary		X			
5. Annette Martinez			X		
6. Amanda Suarez				X	
7. Robert Abrams				X	
8. William Polson				X	
9. Elizabeth Cruz Gonzalez				X	
10. Elizabeth Chavez				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

ELAC reviewed the SPSA as a school advisory committee.

ELAC voted to consolidate with the SSC. Date \_\_\_\_\_.

**Required Signatures**

<b>School Name: Viking Elementary</b>			
<p>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.</p>			
<b>Title</b>	<b>Print Name Below</b>	<b>Signature Below</b>	<b>Date</b>
<b>Principal</b>	Christie Yang		4/22/2025
<b>SSC Chairperson</b>	Mary Veach		4/22/2025

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

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

FY 2025/26

Viking - 0465

**ON-SITE ALLOCATION**

3010	Title I	\$88,734 *
7090	LCFF Supplemental & Concentration	\$276,048
7091	LCFF for English Learners	\$35,112

<b>TOTAL 2025/26 ON-SITE ALLOCATION</b>	<b>\$399,894</b>
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* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$2,572
Program Budget	\$86,162
Total Title I Allocation	\$88,734

**ESSA Assistance Status: Not Identified for Assistance**

## Viking Elementary 2025-2026 - SPSA Draft Edits

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

### Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

**School Quality Review**

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		54.9 %	2023-2024	56 %
SBAC ELA - Average distance from standard	✓	-33 pts	-46 pts	2023-2024	-31 pts
SBAC ELA - Average distance from standard (Students w/ Disabilities)	✓	-100 pts	-124.3 pts	2023-2024	-109.3 pts
SBAC ELA - percentage of students met/exceeded standard	✓	40 %	29.5 %	2023-2024	35 %
SBAC Math - Average distance from standard	✓	-52 pts	-59.8 pts	2023-2024	-44.8 pts
SBAC Math - Average distance from standard (Students w/ Disabilities)	✓	-120 pts	-134.9 pts	2023-2024	-119.9 pts
SBAC Math - percentage of students met/exceeded standard	✓	29 %	25.6 %	2023-2024	31 %

**District Goals (DRAFT):** Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

Action 1: Based on the metrics in this current goal, students are not performing at grade level in ELA as identified by SBAC and iReady. SWD and LTELs are specific student groups performing below grade low in ELA.

Action 2: Based on the metrics in this current goal, students are not performing at grade level in Math as identified by SBAC and iReady. SWD and LTELs are specific student groups performing below grade low in Math.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Action 1: ELA

1. Students who are not reading at grade level have not yet mastered the foundational skills necessary for grade-level reading in the primary grades.
2. There is a need for developing foundational skills building for the primary certificated and paraprofessional staff.
3. A majority of students are not exposed to books before entering school.
4. Some students are not enrolled in early learning grades such as PreK, TK, and Kinder due to various reasons.
5. PLCs have not consistently used CFAs and data analysis protocols to the fullest extent to differentiate instruction in Tier 1 and 2.

Action 2: Math

1. Students who are not performing at grade level have not yet mastered the foundational conceptual skills required to succeed at grade-level math in the primary grades.
2. PLCs have not consistently used CFAs and data analysis protocols to the fullest extent to differentiate instruction in Tier 1 and 2.
3. There is a need for developing effective instructional strategies for Math for certificated staff.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. Students who are not reading at grade level have not yet mastered the foundational skills necessary for grade-level reading in the primary grades.

Grades TK-3rd: Consistent implementation of reading foundational skills in the classrooms on a daily basis using a variety of instructional strategies.

- Phonics-- Wonders Curriculum, strategies from Lit Six Training for grades TK-1st.
- Phonemic Awareness --Using Heggerty Curriculum (TK-1st), Wonders phonemic awareness curriculum, and other supplemental resources as needed.
- Differentiate Reading Instruction--Small reading group instruction 4x a week using Guided Reading strategies and Orton- Gillingham strategies based on student needs data. Push in CTs to support small reading group instruction. Grades 3-6 will structure Tier 1 intervention during core instruction.

Grades TK-6th:

- Reading Comprehension-- Use strategies such as Shared Reading/ Read Aloud strategies to build comprehension skills for grades TK-2nd grade. All grade levels will implement consistent academic discourse strategies in support of reading comprehension.
- Writing--Consistent writing block to support writing and reading skills.
- Ongoing progress monitoring throughout the year using CFAs, FIABs, iReady, and other data points to differentiate instruction for Tier 2.
- Parent Engagement opportunities to give access to resources (books) to families.
- Professional learning opportunities for staff, including conferences.

2. Students who are not performing at grade level have not yet mastered the foundational conceptual skills required to succeed at grade-level math in the primary grades.

- Conceptual building and mastering the basic math facts in the primary grades.
- Grades TK-3rd grade will implement consistent foundational conceptual building lessons (number sense).
- Grades 3rd-6th will implement consistent conceptual building lessons alongside procedure lessons. All classrooms in grades 3-6 will implement MLD structures in support of student achievement.
- Grades 1st-6th will implement consistent fluency math lessons on a daily basis.
- Grades K-6th will structure Tier 1 intervention during core instruction.
- Ongoing progress monitoring throughout the year using CFAs, FIABs, iReady, and other data points to differentiate instruction for Tier 2.
- Tutoring/intervention for the identified students not on grade level.

- Professional learning opportunities for staff, including conferences.
3. Students with Disabilities are not making progress as expected in ELA and Math.
- Ongoing progress monitoring throughout the year using CFAs, FIABs, iReady, and other data points to differentiate instruction for Tier 2 and 3.
4. Long Term English Learners lack/have not mastered the foundational skills to reclassified to FEP.
- CTs pulls LTEL 4x a week for 30 mins a day for language acquisition.
  - Differentiated instruction in classrooms.
  - Ongoing progress monitoring throughout the year using CFAs, FIABs, iReady, and other data points to differentiate instruction for Tier 2 and 3.

## Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

### Action 1: Viking Comprehensive ELA Program

Partially Implemented

For Grades TK-3rd Grade: Full Implementation

- Differentiate Reading Instruction--Small reading group instruction 4x a week using Guided Reading strategies and Orton- Gillingham strategies based on student needs data. Push in CTs to support small reading group instruction. Grades 3-6 will structure Tier 1 intervention during core instruction.

Grades TK-6th Grade: Partial Implementation

- Reading Comprehension skills are not consistently implemented in all grade levels. Teacher training will be during March 2025 Buyback. Full implementation is expected in 2025/2026
- Grades TK-1st -- Teachers are currently being trained on how to use Shared Reading strategies in support of reading comprehension. Full implementation is expected in 2025/2026.
- Writing--All teachers, with exception of a few new teachers on campus, have been trained in Write Tools. Not all teachers were able to fully implement Write Tools strategies in all classrooms.
- Grades 3-6 will structure Tier 1 intervention during core instruction, not implemented in all classrooms.
- Need all classroom teachers to progress monitor student achievement. New teachers need professional learning on how to analyze data and plan for next steps to differentiate lessons for students.

3. Students with Disabilities are not making progress as expected in ELA: Partially Implemented due lack of vacancies in of staff members in the positions.

- .5 RSP FTE position remained vacant until February 2025.
- Two .4375 RSP FTE paraprofessional position has not been filled since August 2024. Positions still remain vacant due to lack of candidates.
- Site had only 1 Certificated RSP FTE supporting a caseload of 43 students in all grade levels.
- Site had only 1 Classified .4375 RSP FTE paraprofessional supporting students.
- Lack of RSP teacher collaborating with GE teachers due to the large caseload.

4. Long Term English Learners lack/have not mastered the foundational skills to reclassified to FEP: Partially Implemented

- CTs pulls LTEL 4x a week for 30 mins a day for language acquisition.
- Need training for teachers to differentiate instruction in the classrooms for EL students.

### Action 2: Viking Comprehensive Math Program

Partially Implemented

1. Students who are not performing at grade level have not yet mastered the foundational conceptual skills required to succeed at grade-level math in the primary grades.

- Inconsistent implementation of conceptual building in all grade levels, especially in the primary grades due to new teachers and lack of training.
  - Inconsistent implementation building fluency in all classrooms.
2. Students with Disabilities are not making progress as expected in Math: Partially Implemented due lack of vacancies in of staff members in the positions.
- .5 RSP FTE position remained vacant until February 2025.
  - Two .4375 RSP FTE paraprofessional position has not been filled since August 2024. Positions still remain vacant due to lack of candidates.
  - Site had only 1 Certificated RSP FTE supporting a caseload of 43 students in all grade levels.
  - Site had only 1 Classified .4375 RSP FTE paraprofessional supporting students.
  - Lack of RSP teacher collaborating with GE teachers due to the large caseload.
3. Long Term English Learners lack/have not mastered the foundational skills to reclassified to FEP: Partially Implement
- Need training for teachers to differentiate instruction in the classrooms for EL students.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Viking Comprehensive ELA Program

Partially Effective

1. The plan was partially effective. Not all primary teachers have the skills necessary to implement foundational reading skills effectively. Reading Comprehension skills are not consistently implemented in all grade levels. We anticipate growth next year in ELA for a couple of reasons: 1) Certificated primary teachers are currently are being trained and receiving coaching support from Lit Six. 2) All certificated teachers will be receiving academic discourse training in support of reading comprehension skills. SWD will be fully supported with the hiring of the .5 FTE RSP teacher. The .5 FTE RSP teacher has been vacant from August 2024-February 2025. LTELs will continued to be pulled by CTs to work on language acquisition skills and tutoring.

Action 2: Viking Comprehensive Math Program

Partially Effective

The actions were partially effective. Certificated staff in two grades were on long term leave, substitute teachers filled in classrooms with no or little training in effective math strategies. SWD will be fully supported with the hiring of the .5 FTE RSP teacher. The .5 FTE RSP teacher has been vacant from August 2024-February 2025.

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Action 1: We will continue to strengthen our current actions to support our Literacy program, including continuing to partner with Lit Six training for our certificated primary teachers on implementing effective foundational skills strategies, consistent data collection, and consistent progress monitoring to differentiate instruction for Tier 1 and 2 for grades TK-1st. Grades 2nd-6th, we will continue to collect data consistently through the use of CFAs, FIABs, and iReady to differentiate instruction for Tier 1 and 2.

Action 2: We will continue to collect data consistently through the use of CFAs, FIABs, and/or iReady to differentiate instruction for Tier 1 and 2. We will continue to implement and monitor MLD strategies and structures in grades 3-6, and provide conceptual building professional learning in primary grades.

**Section D: 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.

**SSC:**

1. Ensure EL students receive EL strategies in classrooms and pull-out support.
2. Provide opportunities for parents of EL student to get information about areas of improvement for their child through parent/teacher conferences, parent engagement opportunities, and family literacy night.
3. Continue to provide tutorial and intervention opportunities.
4. Improve communications to families regarding performance and grades.

**ELAC:**

1. Ensure EL students receive EL strategies in classrooms and pull-out support.
2. Provide opportunities for parents of EL student to get information about areas of improvement for their child through parent/teacher conferences, parent engagement opportunities, and family literacy night.

**Staff:**

1. Continue to provide small group tutorial and intervention opportunities push-in and pull-out.
2. Increase opportunities for small group instruction embedded in daily lessons for Tier 1 intervention.
3. Provide opportunities for teacher to watch others teach/engage in lesson study.
4. Provide training opportunities for grade-level content standards to ensure alignment to standards and assessments.

**Action 1 :**

## Comprehensive ELA Program

**Action Details:**

Viking Elementary will implement a comprehensive reading program designed to integrate effective instructional strategies across core content areas to elevate reading levels for every learner and enhance foundational reading skills and improve comprehension of complex texts. The program will utilize a three-tiered approach to meet the needs of all students. Professional Learning Communities (PLCs) will regularly analyze Common Formative Assessments and track student progress through Progress Monitoring Sheets. This data will help measure student mastery of standards and guide decisions on appropriate interventions and enrichment opportunities.

The ELA block at Viking will feature both whole group and small group instruction to facilitate differentiated learning. Viking's balanced literacy approach encompasses a variety of components, ensuring high-quality, targeted instruction that provides all students with the necessary support to succeed. The three-tiered model will guarantee that each student receives personalized support at the appropriate level.

Goal: By June 2026, Viking Elementary will decrease the distance from meeting standards in ELA from -46 to -31 as measured by the Smarter Balanced Summative Assessment (SBAC).

**Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):**

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

**TIER 1:**

- 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.
  - Student and Classroom Goal Setting—cultivating a learning environment that students have ownership in their learning.
  - Daily implementation of Second Step lessons to promote student engagement, along with Bullying Prevention.
  - HSL to support with phone calls, home visits, and meet with parents to provide information regarding the importance of school attendance and provide community resources.

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

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

- Comprehension Skills through Close Read process: a) Identifying Key Words and Signal Words b) Look for Similarities and Differences in texts c) Causes and Effect d) Making Inferences e) Defining Words and Rewording Ideas.
- TK, Kindergarten, and First Grade classrooms will utilize GVC and supplemental materials to deliver phonemic awareness and phonics in small/whole group instruction.
- Teachers are required to implement checking for understanding strategies throughout the lessons utilizing quick whiteboard responses, exit ticket, group work, and note taking strategies.
- Revisit and implement integrated ELD, leading to Designated ELD instruction utilizing the supplemental Designated ELD district developed lessons aligned to Wonders and ELD standards.
- Computer reading software program will be utilized to diagnosis, progress monitor, and provide targeted lessons that align to students' diagnostic assessments.

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

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

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

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

d. Language Standards

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

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

CCI-Progress Monitoring Structure:

- PLC calibration to set anchor papers for each grade level and each genre. A "Cold Write" Writing Sample is given the 2nd week of school and one every quarter for grades TK-6. Quarterly CCI process is required for all Writing Samples. All classrooms, TK-6th, will utilize writing strategies from Write Tools. Trainings were provided for all teachers grades TK-6, RSP, TSA, Academic Coach, and Administrators, with the exception of new teachers. Academic Coach will support new teachers.
- Analyze site Common Formative Assessments (CFAs) and district benchmarks throughout the year to plan for re-engagement and next steps in the context of the Five Essential Questions from PLC+ Framework: 1) Where are we going? 2) Where are we now? 3) How do we move learning forward? 4) What did we learn today? 5) Who benefited and who did not benefit?
- All students and teachers will engaged in goal setting throughout the year, including RSP/SPED teachers for identified students.
- All teachers will engage in data CCI collaboration meeting with Admin and their PLC, including RSP/SPED teachers, and plan for next instructional steps.
- RSP and Regular Education teachers will work together to support instruction and clarify/reteach standards as needed based on formative assessments through the CCI process.
- Climate and Culture Team, ILT Team, PLCs, and TST Teams are included in analyzing CFAs, iReady, and Survey data as an ongoing basic process and design problem solving actions to address student needs academically and socially-emotionally.
- Software programs will be made available to teachers/PLCs to create CFAs as other measurements in the CCI process for teachers in grades TK-6.
- Supplemental contracts for extra tutoring by CTs or teachers as needed based on student data, during the day or after school.
- Substitutes for teacher release to plan for instruction and side by side professional learning such as Literacy Walks or SSTs, IEPs, and PLC Planning as needed.

**TIER 2:**

- Certified tutors will provide targeted, differentiated reading interventions focused on foundational skills and comprehension strategies. CTs will provide push-in and/or pull out support along with classroom teacher for small group Guided Reading/Orton-Gillingham instruction in the primary grades and pull out for designated students.
- Supplemental contracts for teachers and classified staff to provide additional tutoring services for the identified student groups.

**TIER 3**

- Provides opportunities for flexible small group setting instruction provided by resource specialists.
- TST meets every two weeks to support Tier 3 struggling students -- social emotional support by counselors, IS, and academic support.
- Parent conferences, attendance conferences, and the SARB process to support families who are habitually truant or chronically absent.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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All English Learners (ELs) will have access to a schoolwide, comprehensive English Language Arts (ELA) program that is fully aligned with the Common Core State Standards (CCSS). In addition, selected ELA instructional strategies will be used based on the English Language Development (ELD) Framework to integrate core content areas, with a focus on increasing reading levels for all EL students. Academic discourse, talk moves, and language frames will be consistently embedded in both integrated and Designated ELD instruction to support language development.

Professional learning opportunities will be provided, aligned with the ELD standards, and supported by the EL Services department to ensure effective instructional practices. For Long-Term English Learners (LTELs), targeted reading and language intervention programs will provide additional support. Intervention needs for both ELs and LTELs will be determined through analysis of ELPAC data on Ellevation, ensuring that students receive the appropriate resources and assistance.

For Reclassified Fluent English Proficient (RFEP) students, teachers will utilize the Ellevation platform for ongoing progress monitoring and goal setting as needed to support continued growth and success. Based on the CAData Dashboard, Viking's English Learner progress indicator is in the Green.

Instruction:

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

Extra support:

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

Goal Setting:

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

## Student Groups

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

**Students with Disabilities (SWD):**

Based on CAData Dash Board:

1. Students with Disabilities (SWD) (Red)

- CTs push in/pull out support with small reading group instruction as needed along with RSP support.
- Supplemental contracts for tutoring.

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

**Students with Disabilities (SWD):**

Based on CAData Dash Board:

1. Red --Students with Disabilities (SWD)

- CTs push in/pull out support with small reading group instruction as needed along with RSP support.
- Supplemental Contracts for tutoring.

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

**Students with Disabilities (SWD):**

Based on CAData Dash Board:

1.. Students with Disabilities (SWD) (Red)

- CTs push in/pull out support with small reading group instruction as needed along with RSP support.
- Supplemental Contracts for tutoring.
- Data chats with RSP teachers to discuss ways to address the needs of our SWD students in a timely manner. Increased use of strategic and intentional teaching strategies and lesson structures that will support SWD in the general education classroom.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>The following measurement will take place weekly/monthly:</p> <ul style="list-style-type: none"> <li>Classroom walkthroughs will be conducted using the FUSD Instructional Practice Guide (IPG) to provide feedback to teachers. The outcomes of these walkthroughs will be measured through data that aligns with the IPG and the school's Professional Learning (PL) focus areas.</li> <li>It is expected that 70% of classroom observations will demonstrate the implementation of foundational skills lessons.</li> <li>These outcomes will be monitored by the Principal, Vice Principal, and teachers to ensure ongoing progress and alignment with instructional goals.</li> </ul>	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>The following measurements will take place quarterly:</p> <ul style="list-style-type: none"> <li>The following outcomes will be shaped through the use of district benchmarks such as iReady Diagnostic reading assessments, and SBAC Interim assessments (FIABs).</li> <li>Outcomes will be measured by tracking student growth from one assessment to the next and through progress in iReady Personalized Learning Lessons.</li> <li>These outcomes will be monitored by teachers, grade-level Professional Learning Communities (PLCs), and school administration to ensure that students are progressing and meeting their growth goals.</li> </ul>	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>The following measurements will take place yearly.</p> <ul style="list-style-type: none"> <li>SBAC Results: decrease the distance from meeting standards in ELA from -46 to -31</li> <li>Outcomes measured by growth from distance from standard.</li> <li>Outcomes monitored by Principal and teachers.</li> </ul>

## Action 2 :

### Comprehensive Math Program

#### Action Details:

Viking Elementary will ensure that all students receive high-quality instruction through the implementation of a comprehensive TK-6th grade math program, with a strong emphasis on conceptual understanding, which includes whole group and small group instruction to differentiate instruction. This program will embed the eight mathematical practices through the lens of focus, coherence, and rigor. Professional Learning Communities (PLCs) will collaborate to effectively use our core curriculum and implement a schoolwide multi-tiered system of support. This approach aims to help students master the standards and achieve academic success.

Goal: By June 2026, Viking Elementary will decrease the distance from meeting standards in mathematics from -59.8 to -44.8 as measured by the Smarter Balanced Summative Assessment (SBAC).

#### Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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:

Implementation of Tier 1 will focus 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.

- Grades 3-6 will utilize Math Lesson Design strategies/structure to deliver math instruction.
- 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.
- 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.
- Release teacher time for planning, professional learning, peer observations, and testing support.
- Academic coach will support instruction and curriculum and PL for teachers.

#### TIER 2:

- Deployment among Professional Learning Communities or flexible groupings in classrooms to differentiate instruction based on data.
- 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.
- Supplemental contracts for tutoring for identified students.
- SST meetings to determine intervention groups.
- 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).

#### TIER 3:

- Determine, prioritize, implement, and monitor Tier 3 interventions with a focus on ensuring appropriate intervention intensity. Assess whether Special Education services are required and justifiable based on student needs and progress.
- Provide opportunities for flexible small group setting instruction provided by resource specialists.

[English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner \(LTEL\) students, and students who have been reclassified.](#)

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.
- 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 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.

## Student Groups

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

### **Students with Disabilities (SWD):**

Based on CAData Dashboard:

1. Red—Students with Disabilities (SWD)

- CTs push in/pull out for support for small reading group instruction along RSP support.
- Supplemental contracts for after school tutoring by teachers.

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

**Students with Disabilities (SWD):**

Based on CAData Dashboard:

1. Red—Students with Disabilities (SWD)

- CTs push in/pull out for support for small reading group instruction along RSP support.
- Supplemental contracts for after school tutoring by teachers.

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

**Students with Disabilities (SWD):**

Based on CAData Dashboard:

1. Red—Students with Disabilities (SWD)

- CTs push in/pull out for support for small reading group instruction along RSP support.
- Supplemental contracts for after school tutoring by teachers.
- TST meeting to determine student needs and support.
- Supplemental math software program for extra support.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)  
Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

The following measurement will take place weekly/monthly:

- Classroom walkthroughs will be conducted using the FUSD Instructional Practice Guide (IPG) to provide feedback to teachers. The outcomes of these walkthroughs will be measured through data that aligns with the IPG and the school's Professional Learning (PL) focus areas.
- It is expected that 70% of classroom observations will demonstrate the implementation of foundational skills lessons.
- These outcomes will be monitored by the Principal, Vice Principal, and teachers to ensure ongoing progress and alignment with instructional goals.

Medium-Term (Change in Behavior or Performance)  
Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

The following measurements will take place quarterly:

- The following outcomes will be shaped through the use of district benchmarks such as iReady Diagnostic reading assessments, and SBAC Interim assessments (FIABs).
- Outcomes will be measured by tracking student growth from one assessment to the next and through progress in iReady Personalized Learning Lessons.
- These outcomes will be monitored by teachers, grade-level Professional Learning Communities (PLCs), and school administration to ensure that students are progressing and meeting their growth goals.

Long-Term (Change in Condition)  
Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

The following measurements will take place yearly.

- SBAC Results: decrease the distance from meeting standards in Math from -59.8 to -44.8.
- Outcomes measured by growth from distance from standard.
- Outcomes monitored by Principal and teachers.

# 2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0465 Viking Elementary (Locked)

## G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.1850	Small Group Reading Instruction	23,807.00
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.4375	Small Group Reading Instruction	51,696.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Contracts: Tutoring, Planning, Side by Side Learning, PL *No IEPs or 504s*	3,541.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Certificated Supplemental contracts: Professional Learning, Planning, Tutoring, Extra Support *No IEPs or 504s*	2,111.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2525	Small Group Reading Instruction	32,494.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.1700	Small Group Reading Instruction	19,991.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Certificated Substitutes: Planning, SSTs, 504s, IEPs, Side by Side PL	35,781.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Certificated Supplemental contracts: Professional Learning, Planning, Tutoring, Extra Curricular, Assessments, Extra Support	10,149.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Instructional Supplies	60,464.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copiers: Office and Library for Instructional use and office use for parents.	10,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Computer Maintenance	1,000.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Sup			Extend Library Hours for Parents 1 day per week/Computer support	3,928.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2675	Small Group Reading Instruction	31,457.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessor	3,555.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Instructional Materials	100.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Site License for Reflex/FRAX and EdCite/Formative	5,000.00

**\$295,074.00**

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

**Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	90 %	86.3 %	2024-2025	88 %

**District Goals (DRAFT):** Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in this current goal, the percent of favorable in student-centered /real-world experiences domain of the 2024 Fall Climate and Culture student survey was at 88%, an increase of 1% compared to FUSD Elementary Schools. We would like to increase our survey to 90%. We are in need of creating more clubs after school for our students to participate, however, we do not have enough funds or have teachers/staff sponsoring the clubs.

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

1. Intervention Specialist position has not been filled consistently since Fall of 2023 to current year to support with Climate and Culture on campus.
2. Not enough opportunities for student involvement due to lack of coach/sponsors for clubs, sports, and other programs.
3. Lack of funds to support extra-curricular activities such as ongoing year around clubs.

**NEEDS:** For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. District filled Intervention Specialist position is greatly needed in support of student's social emotional needs.
2. Increase extra curricular activities through various community sponsors/staff.

## Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Student Engagement Goal 2

Partially Implemented

The actions were partially implemented with sports program. There is a lack of coaches for all the sports available to students. There is a lack of funding and sponsors for after school clubs for our students.

Action 2: Workplace Success --Real World Experiences

Partially Implemented

1. The actions were partially implemented. The participation rate for grades 3rd-6th grade, especially 6th grade, is not as high as expected. Some parents do not feel comfortable sending their students on over-night trips.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Student Engagement Goal 2

Partially Effective

The actions were partially effective, due to the lack of coaches or sponsors for all the available sports for the students and lack of funds to support after school clubs.

Action 2: Workplace Success --Real World Experiences

Partially Effective

The actions were partially effective, due to parents not allowing some students to participate in over night trips or out of town trips.

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

1. We will continue to provide opportunities for real-world experiences such as field trips for the students and encouragement parents to allow students to participate by building relationships with parents to provide parents the perspective that the trips are safe and beneficial for their student's real life experience.
2. We will increase the number of activities available for students to choose from by soliciting/building community partnerships or parent volunteers.

**Section D: 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.

**SSC:**

- Ensure EL students receive EL strategies in classrooms and pull-out support.
- 2. Provide opportunities for parents of EL student to get information about areas of improvement for their child through parent/teacher conferences, parent engagement opportunities, and family literacy night.
- 3. Continue to provide tutorial and intervention opportunities.
- 4. Improve communications to families regarding performance and grades.

**ELAC:**

- 1. Continue with field trips opportunities for our students.
- 2. Continue with educational and enrichment assemblies for our students.
- 3. Continue with student celebrations.

**Staff:**

- 1. Increase clubs and activities for our students.

**Action 1 :**

## Increase Student Engagement -- Goal 2

**Action Details:**

Viking Elementary is dedicated to enhancing student engagement through real-world learning experiences. We will provide students with a wide range of college and career opportunities, including participation in club organizations, athletic teams, co-curricular activities, visual and performing arts, field trips, and class presentations.

In addition, we will provide multiple opportunities for students to engage in activities that promote social, emotional, and academic connections with their peers and the local community. These efforts aim to strengthen school connectedness and build meaningful relationships among students, staff, and parents.

**Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):**

- 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 night from 5:00 pm -6:00 pm, to encourage family literacy.

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

6) Incentives for schoolwide/classroom celebrations.

**English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.**

- Student engagement opportunities are open to all 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.

## Student Groups

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

**English Learner (EL):**

- Supplemental materials for parent engagement.
- Additional supplemental hours for HSL to improve service and communication with the parents of our ELs.

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

**English Learner (EL):**

Funds will be utilized to improve services and communication with the families of our EL students.

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

**English Learner (EL):**

Student groups will be closely monitored to ensure that all students are encouraged to attend and actively participate in real-world learning experiences and career opportunities. Every student will be supported and motivated to engage in these valuable learning activities.

## Progress Monitoring: Outcomes

<b>Reasoning for using this action</b> <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence		
<div style="text-align: center; background-color: #f2f2f2; padding: 5px; margin-bottom: 5px;"> <b>Short-Term (Learning)</b> Expect to see         </div> <p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr style="width: 80%; margin: 10px auto;"/> <ul style="list-style-type: none"> <li>Engagement and participation will be analyzed quarterly to track improvements compared to the previous year.</li> <li>Outcomes will be measured through ATLAS reports, with progress monitored by the Principal, Vice Principal, and the Climate &amp; Culture Team.</li> </ul>	<div style="text-align: center; background-color: #f2f2f2; padding: 5px; margin-bottom: 5px;"> <b>Medium-Term (Change in Behavior or Performance)</b> Want to see         </div> <p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr style="width: 80%; margin: 10px auto;"/> <ul style="list-style-type: none"> <li>Engagement and participation will be analyzed quarterly to track improvements compared to the previous year.</li> <li>Outcomes will be measured through ATLAS reports, with progress monitored by the Principal, Vice Principal, and the Climate &amp; Culture Team.</li> </ul>	<div style="text-align: center; background-color: #f2f2f2; padding: 5px; margin-bottom: 5px;"> <b>Long-Term (Change in Condition)</b> Hope to see         </div> <p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr style="width: 80%; margin: 10px auto;"/> <ul style="list-style-type: none"> <li>Engagement and participation will be analyzed quarterly to track improvements compared to the previous year.</li> <li>Outcomes will be measured through ATLAS reports, with progress monitored by the Principal, Vice Principal, and the Climate &amp; Culture Team.</li> </ul>

### Action 2 :

## Increase Workplace Success --Real World Experiences

### Action Details:

Viking Elementary is committed to the following:

- Offer a variety of opportunities for students to engage in activities that foster social, emotional, and academic connections with peers and the local community, helping to develop the character traits and competencies essential for workplace success.
- Provide real-life experience through field trip pathways that offer students hands-on learning opportunities.
- Host a Career Day to raise career awareness and inspire students by exposing them to various professions and career paths.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Allocate funding to guarantee sufficient technology hardware and its ongoing maintenance.
- 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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

## Student Groups

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

**Asian (AS):**

**Students with Disabilities (SWD):**

**African American (AA):**

- Supplemental contracts and materials for extra curricular activities.

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

**Asian (AS):**

**Students with Disabilities (SWD):**

**African American (AA):**

- Supplemental contracts and materials for extra curricular activities.
- Continue to send students on field trips for various experiences.

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

**Asian (AS):**

**Students with Disabilities (SWD):**

**African American (AA):**

- Supplemental contracts and materials for extra curricular activities.
- Continue to send students on field trips for various experiences.

## Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning) Expect to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <ul style="list-style-type: none"><li>• Monitor students grades by teachers</li><li>• Outcomes measured through ATLAS reports.</li></ul>

Medium-Term (Change in Behavior or Performance) Want to see
<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <ul style="list-style-type: none"><li>• Monitor students grades by teachers</li><li>• Outcomes measured through ATLAS reports.</li></ul>

Long-Term (Change in Condition) Hope to see
<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <ul style="list-style-type: none"><li>• Increase number of students participating in various activities.</li><li>• Outcomes measured through ATLAS reports.</li></ul>

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

**Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		38.4 %	2023-2024	36.4 %
Chronic Absenteeism - (Hispanic)	✓		42.8 %	2023-2024	40.8 %
Suspension Rate	✓	2 %	5.5 %	2023-2024	3.5 %
Suspension Rate - (African American)	✓		19.6 %	2023-2024	18.6 %
Suspension Rate - (Socioeconomically Disadvantaged)	✓		5.6 %	2023-2024	4.6 %
Suspension Rate - (White)	✓		8.4 %	2023-2024	7.4 %

**District Goals (DRAFT):** Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

Chronic Absenteeism: Based on the metrics of the current goal, Chronic Absenteeism continues to be a challenge. Identified group is our Hispanic students with high chronic absenteeism.

Suspension: Suspension for student groups White, African Americans, and Socioeconomically Disadvantaged is the focus.

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

Chronic Absenteeism:

1. Low participation at attendance meetings. Phone numbers are consistently disconnected. When home visits are done, often parents are not home for HSL to discuss attendance.
2. Moderate transiency of families.

Suspension:

1. High percentage of students are exposed to trauma in their early years and ongoing crisis in families, which families need intensive care.

2. Lack of support on campus due to Intervention Specialist position being vacant for 75% of the year from August 2023 to current.
3. Social Worker position was vacant from August 2024-January 2025.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Chronic Absenteeism:

1. Continue with monthly attendance incentives
2. Increase home-school relationships (home visits)

Suspensions:

1. Need district support to fill Intervention Specialist position. Position is still currently vacant. Position will not be filled for 3rd and 4th quarter due to hiring freeze. However, students are still in school and the need for support is still an urgent issue.

## Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Student Engagement -- Attendance

Partially Implemented

The action was partially implemented. Attendance incentives did not start until mid year. Tardiness continues to be a challenge for many students and parents. HSL needs to increase home visits.

Action 2: Student Engagement -- Suspension Rates

Partially Implemented

The action was partially implement with only the support of School Psychologist and Admin Team. Intervention Specialist position is still currently vacant. Position will not be filled for 3rd and 4th quarter due to hiring freeze for 24/25. Position has been vacant 75% of the year for 2023- 2024 and 2024-2025. However, students are still in school and the need for support is still an urgent issue. Social Worker was recently hired in January 2024 with two days due to lack of site funding. Social Worker position was vacant for the first semester 2024/2025.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Student Engagement -- Attendance

Partially Effective

The action was partially effective. Chronic Absenteeism still remains a challenge. Identified group is our Hispanic students with high chronic absenteeism.

Action 2: Student Engagement – Suspension Rates

Partially Effective

The action was partially effective. Suspension for student groups White, African Americans, and Socioeconomically Disadvantaged is the focus. Intervention Specialist position is still currently vacant. Position will not be filled for 3rd and 4th quarter due to hiring freeze. However, students are still in school and the need for support is still an urgent issue. Social Worker was recently hired in January 2024 with two days due to lack of site funding. Not enough support on campus to effectively support students.

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

1. Intervention Specialist can support with the following:

- Develop alternative discipline practices to address misbehaviors and suspensions.
- Facilitate daily small group sessions to enhance social skills.
- Monitor student behavior through regular check-ins and check-outs.
- Maintain open communication with parents about student progress and development.
- Collaborate closely with teachers, school psychologist, and administrators to analyze and address student behaviors effectively.

2. TST meetings:

- Focus on attendance in collaboration with HSL during these meetings to increase attendance rate and reduce chronic absenteeism.
- Consistently adhere to TST protocols: 1) Provide constructive feedback to teachers after TST meetings to ensure open communication 2) Actively follow through with implementing the strategies discussed during these meetings. 3) Follow up on students receiving services to determine if strategies work or need modifications.

**Section D: 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.

SSC:

- Ensure EL students receive EL strategies in classrooms and pull-out support.
- 2. Provide opportunities for parents of EL student to get information about areas of improvement for their child through parent/teacher conferences, parent engagement opportunities, and family literacy night.
- 3. Continue to provide tutorial and intervention opportunities.
- 4. Improve communications to families regarding performance and grades.

ELAC:

- 1. More EL supports
- 2. Student incentives/celebrations

Staff:

- 1. More discipline support and resources.
- 2. Revisit discipline support and resources though out the year so staff are cognizant of schoolwide structure, policies, and procedures.

## Action 1 :

### Decrease Chronic Absenteeism

#### Action Details:

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##### Student Engagement to increase attendance rate:

The TST (SEL/Behavior Tier Support Team) and Climate and Culture Teams will collaborate with different stakeholders to provide multiple opportunities for students to interact/engage in activities that builds and enhances the following qualities to foster a positive learning environment to increase attendance rate through a tiered system of support. 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.

#### Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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##### TIER 1:

- Design a school-wide incentive program to celebrate and increase attendance rate-- "Be There Buck" to use at Viking Attendance store.
- Parent orientation /Back to School Night
- Principal and teachers will present information on how important attendance is and it's impact on education.
- 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. 2) Random Kindness Act, and other schoolwide activities to engage student to create a sense of belonging. 3) WOW tickets are given for students who exhibit the Warrior's Promise and Warrior's Chant
- 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.
- Site Climate and Culture Team (CCT) will meet on a regular basis to analyze data, plan, and coordinate activities to increase student and staff engagement.
- Home School Liaison will support with school to home connection activities.
- Incentives for schoolwide/classroom celebrations.
- Classroom teachers calling home to students with chronic absences.
- Award assemblies Perfect Attendance recognition
- Students of the Month Award
- Block V Award
- Math Champions celebration
- Reading Challenge celebration

##### TIER 2:

- Principal/Vice Principal/CWAS/Home School Liaison/Office Staff, and/or other staff members will schedule meeting times with parents who are on Tier 2 to discuss strategies, support, and options to increase attendance rate.
- Provide SEL and safety protocols to ensure all students feel safe social/emotionally and physically.
- Tier II Intervention Specialist personnel, Social Worker, 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. IS, Social Worker, and 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.
- 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

##### TIER 3:

- Tier II Intervention Specialist personnel, Social Worker, 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. IS, Social Worker, and 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.

- Positive behavior management with emphasis on three subgroups: African American, White, and Students with Disabilities . Positive behavior modification plan for students who are at risk/chronic misbehaviors to avoid disciplinary actions which may lead to decrease suspension and increase attendance rate.
- Site Targeted Support Team (TST) will meet on a regular basis to collaborate on student behaviors and allocated resources to meet the needs of the students referred.
- Site Climate and Culture Team (CCT) will meet on a regular basis to analyze data, plan, and coordinate activities to increase student and staff engagement.
- Home School Liaison will support with school to home connection activities.
- Incentives for schoolwide/classroom celebrations.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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.

## Student Groups

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

**Hispanic (HI):**

1. Red-- Hispanic

- Provide babysitters along with HSL for parent meetings. Substitutes for teacher academic planning time.
- Parent Engagement-- provide resources to parents.
- Supplemental materials for incentives for identified students.
- Referral to Social Worker for extra support.
- Referral to Counseling

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

**Hispanic (HI):**

1. Red-- Hispanic

- Provide babysitters along with HSL for parent meetings. Substitutes for teacher academic planning time.
- Parent Engagement-- provide resources to parents.
- Supplemental materials for incentives for identified students.

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

**Hispanic (HI):**

1. Red-- Hispanic

- Provide babysitters along with HSL for parent meetings. Substitutes for teacher academic planning time.
- Parent Engagement-- provide resources to parents.
- Supplemental materials for incentives for identified students.

## Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

### Short-Term (Learning)

Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

- Decrease in chronic absenteeism rate monthly compared to last year.
- Outcomes measured by monthly meetings to review/analyze attendance data grade level and teacher.
- Outcomes monitored by Admin Team, Teachers, CCT, and SST Team.

### Medium-Term (Change in Behavior or Performance)

Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

- Decrease in chronic absenteeism rate semester compared to last year.
- Outcomes measured by semester meetings to review/analyze attendance data grade level and teacher.
- Outcomes monitored by Admin Team, Teachers, CCT, and SST Team.

### Long-Term (Change in Condition)

Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

- Decrease in chronic absenteeism rate compared to last year.
- Outcomes measured by monthly meetings to review/analyze attendance data grade level and teacher.
- Outcomes monitored by Admin Team, Teachers, CCT, and SST Team.

## Action 2 :

## Decrease Suspension Rates

### Action Details:

#### Student Engagement to reduce suspension rate:

Viking Elementary will implement a Multi-Tiered System of Support (MTSS) to integrate research-based, district-adopted programs that promote best practices in Response to Intervention (RTI) and Social Emotional Learning (SEL). The goal is to reduce out-of-school suspension rates. Whenever safe, appropriate, and feasible, restorative practices will be used in place of suspension to foster positive, ongoing relationships and prevent incidents from escalating.

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

TIER 1:

1) 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
- Positivity Project
- Celebrate Character Counts through Student of the Month Award Ceremony
- Celebrate good citizenship through Quarter Award Ceremonies

2) 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.

3) 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.

4) Anti-bully and Safety Assemblies:

- Student Safety Assemblies 2x a year, Fall and Spring
- Random Kindness Act

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

6) Incentives for schoolwide good behaviors--examples: prizes, pizza parties, t-shirts, water bottles, yard signs, etc...

7) Supplemental contracts for after school clubs as funding allows.

8) Student Motivational assemblies: Funworks by Karen Gaines, The Positively Project, etc...

TIER 2:

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

- Intervention Specialist 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 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 3:

- 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.
- 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

### English Learners

- 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.

## Student Groups

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

**White (WH):**

**Socio-economically Disadvantaged (SED):**

**African American (AA):**

- Funds will be utilized to support individual and group counseling focused on building social emotional competencies and coping strategies to be conducted by school Social Worker.

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

**White (WH):**

**Socio-economically Disadvantaged (SED):**

**African American (AA):**

- HSL to improve services and communications with families of the student groups.
- Parent engagement activities to build school connectedness.
- Positive recognition and incentives of students making progress.

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

**White (WH):**

**Socio-economically Disadvantaged (SED):**

**African American (AA):**

- HSL to improve services and communications with families of the student groups.
- Parent engagement activities to build school connectedness.
- Positive recognition and incentives of students making progress.

## Progress Monitoring: Outcomes

**Reasoning for using this action**

Strong Evidence

Moderate Evidence

Promising Evidence

**Short-Term (Learning)**

Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

- Decrease in suspensions monthly compared to last year.
- Outcomes measured by monthly meetings to review/analyze suspension data by school, grade level, teacher, and area of incidents.
- Outcomes monitored by Admin Team, TST, and Climate & Culture

**Medium-Term (Change in Behavior or Performance)**

Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

- Decrease in suspensions semester compared to last year.
- Outcomes measured by monthly meetings to review/analyze suspension data by school, grade level, teacher, and area of incidents.
- Outcomes monitored by Admin Team, TST, and Climate & Culture

**Long-Term (Change in Condition)**

Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

- Decrease in suspensions compared to last year.
- Outcomes measured by monthly meetings to review/analyze suspension data by school, grade level, teacher, and area of incidents.
- Outcomes monitored by Admin Team, TST, and Climate & Culture

# 2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0465 Viking Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A2	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.4000	Split Fund SSWL 0.6 FTE Centennial G1A3, 0.4 FTE Viking G3A2	53,807.00
G3A3	Sup & Conc	Other Pupil Services	Oth Cls-Supp			Extra supervision to support a safe climate and culture: NTA student supervision and monthly safety training/meetings.	48,434.00

**\$102,241.00**

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

**Academic Return on Investment Current Goal Analysis - Current SPSA (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 %	81.4 %	2024-2025	88.5 %

**Section A: Use the metrics above to identify the problem(s), causes, and needs.**

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

Staff participation in the Fall Climate and Culture Survey. The Organizational Environment domain increase 8 points from Fall 2023 to Fall 2024 (88%).

1. Continue with ILT voice in Professional Learning
2. Lack/increase CCT activities to build staff connectedness throughout the year.

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

1. Challenges with teacher coverage to support classroom observations.
2. Differentiating professional learning for staff is a challenge which creates inequitable professional learning for all certificated staff.
3. Limited professional learning meeting time to go deep with content.
4. Lack of willingness to be lead teacher for a certain grade levels.
5. Certificated and Classified staff participation supporting CCT events have decreased from 2023/2024 to 2024/2025.

**NEEDS:** For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. We will continue to provide opportunities for ILT and certificated staff to voice their professional learning content from survey feedback and open discussion meetings.
2. We will continue to leverage leadership decisions utilizing our CCT, ILT, SSC, and TST team to identify areas where growth is needed.

3. We will continue to have CCT survey staff to encourage full buy in with the connectivity ideas and strategies.
4. We will continue to have weekly updates and communication from principal to keep communication open and staff connected.

## Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Recruitment and retention of staff

Partially Implemented

The action was partially implemented - due to a decrease in professional learning hours, which lead to a decrease for connectivity activities among staff and professional learning for teachers were not fully implemented. There is still room for growth for increasing connectivity activities.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Recruitment and retention of staff

Partially Effective

The action was partially effective. There's increase by 8% from Spring 2024 to Fall 2024 in favorably responses. There was more connectivity activities in the Fall of 2024 and a decrease of activities in Spring 2024.

## Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

1. Academic Coach will provide coaching cycles to build teacher capacity in ELA/Math.
2. Funds set aside to fund substitute for peer observations and lesson studies for ELA/Math.
3. Funds set aside to fund substitute for data chats, action planning, collaboration, and reflection.
4. Differentiated PLs for the different grade levels.

**Section D: 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.

**SSC:**

1. Continue to have all voices (certificated and classified staff)
2. Create a safe place for staff to give feedback through SBC.
3. Create structure for staff to give feedback for professional learning

**ELAC:**

1. Continue to provide training for teachers.
2. Share SBAC, iReady, and Climate and Culture data with ELAC members to solicit feedback for 25/26 SPSA in ELA/Math/EL/Social Emotional, and Family Engagement.
3. ELAC members were appreciative of the services provided for the students.

**Staff:**

1. Set aside funds for CTs to continue to implement small reading group instruction for primary grades.
2. Opportunities for peer observations and lesson studies.

**Action 1 :**

## Recruitment and retention of staff

**Action Details:**

At Viking Elementary, we are committed to providing high-quality professional development that supports the growth and empowerment of every staff member, ultimately enhancing teacher effectiveness. A comprehensive range of support and resources will be available to ensure our staff's success and retention. Furthermore, we will strengthen our efforts to create meaningful opportunities for staff to engage in school-wide activities and events, fostering a strong sense of community and belonging. Staff members and administrators will create a collaborative working environment, ensuring all stakeholders are involved in decision-making processes that contribute to achieving the school's overarching goals. By embracing these values, we aim to enhance the recruitment and retention of staff.

**Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):**

We will provide professional learning in key areas such as SBAC Claims and Targets, Interim Assessments, Foundational Skills, Professional Learning Communities, Common Core State Standards, Math Fluency, Mathematical Practices, Writing, Social-Emotional Learning, Culture and Climate Improvement, Exemplary Physical Education Curriculum (EPEC), Cultural Proficiency, and Blended Learning.

To support these learning opportunities, we will offer various services, including access to speakers, consultants, travel expenses, conference fees, and more.

All staff will receive constructive feedback aimed at fostering growth and improvement, alongside recognition for their valuable contributions.

Additionally, every teacher will participate in job-embedded professional learning opportunities, such as coaching cycles and peer observations, supported by the Academic Coach. These opportunities will focus on enhancing instructional effectiveness, as defined by the Literacy and Math Instructional Practice Guides (IPGs), while also creating and sustaining a positive classroom climate and culture.

**English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.**

Professional learning for all teachers will be offered with support and guidance from English Learner Services. This training will be tailored to meet the specific needs of teachers, using schoolwide EL data from assessments such as ELPAC, SBAC, and i-Ready to inform and guide the learning process.

## Student Groups

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

**English Learner (EL):**

English Learners:

Professional development opportunities will include Personalized Learning Instruction, Blended Learning, and strategies for maximizing GVC resources, all aimed at enhancing teachers' ability to differentiate instruction and build their capacity to meet diverse student needs.

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

**English Learner (EL):**

English Learners:

Paraprofessionals will provide support with ELPAC practice and tutoring. Funds will be allocated for professional development focused on culturally proficient instruction and Universal Design for Learning (UDL) coaching and support.

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

**English Learner (EL):**

English Learners:

Professional learning opportunities will be provided for paraprofessionals and tutors supporting Tier 2 and Tier 3 students, with a focus on utilizing tools such as iReady, EdCite, NextGen Math, Tools for Teachers, Tutor.com, Sora, Khan Academy, Rosetta Stone, Reflex Math, and more.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)  
Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

The effectiveness of professional development in Foundational Skills and the Coaching Cycle will be assessed during the first semester.

Outcomes will be measured through the iReady1 and iReady2 Diagnostic assessments, with a goal of achieving a 3% increase in the number of students reaching 40% or higher in stretch growth. Progress will be monitored by the Principal, Vice Principal, and teachers.

Medium-Term (Change in Behavior or Performance)  
Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

We expect to see an improvement in the results from the Fall Climate & Culture survey to the Spring survey.

Outcomes will be measured by staff participation, with a target of a 2% increase in favorable responses.

Progress will be monitored by the Principal, Vice Principal, and the Climate & Culture Team (CCT).

Long-Term (Change in Condition)  
Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

We anticipate an improvement in the Fall Climate & Culture family survey results compared to last year.

Outcomes will be measured by family participation, with a goal of achieving a 4% increase in favorable responses.

Progress will be monitored by the Principal, Vice Principal, and the Climate & Culture Team (CCT).

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

**Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)**

**School Quality Review**

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	90 %	83.3 %	2024-2025	87.4 %

**Section A: Use the metrics above to identify the problem(s), causes, and needs.**

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

Family participation in school events and come to meetings to support student achievement has decrease.

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

1. Communication from school to home can be challenging--phone number are disconnected and no new number for communication.
2. School events conflict with parent schedule.

**NEEDS:** For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. Increase PR for upcoming school events--start PR early.
2. Incentives for parent participation at certain events, especially academic events.
3. Increase positive contacts home.
4. Increase family engagement opportunities.

**Section B: Investigation**

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Family Engagement

Partially Implemented

The action was partially implemented— due to lack of staff participation and support.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Family Engagement

Partially Effective

The actions were partially effective—there's a decrease of favorable response from Spring 2024 to Fall 2024 of 8% (91% to 83%). There was a decrease of family events from 2023/2024 to 2024/2025 due to a decrease of staff participation. We expect to have a more favorable outcome next year.

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

1. We will strengthen our efforts to increase parent participation by providing more opportunities for family engagement.
2. We will provide incentives for parents to attend meetings.
3. We will provide HSL and Office Assistant training in strategies on parent outreach.

**Section D: 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.

SSC:

1. Increase family engagement events.
2. HSL connect with students with excess absences.

ELAC:

1. Parent meetings opportunities.
2. HSL connect with students with excess absences.
3. Increase academic opportunities for family engagement.

Staff:

1. Increase communication with parents through contact and Parent Square.
2. Increase family engagement events.

## Action 1 :

### Family Engagement

#### Action Details:

Viking Elementary School will offer parent and family engagement opportunities designed to cultivate a positive culture where families feel welcomed, valued, and actively involved in the decision-making process, supporting academic progress and promoting culturally inclusive practices.

#### Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

1. Design a school-wide incentive program to celebrate students— increase parent participation rate.
  - Quarter Awards Celebrations
  - Students of the Month Celebrations
  - Block V Award Celebrations
  - Math Champions Celebrations
  - Reading Challenge Celebrations.
  - Monthly Perfect Attendance Celebrations
  - Parent Volunteer Dinner Celebration--Recognize our parent volunteers for their contribution to our school
  - Young Author's Night
  - Donuts with Parents
  - Family Movie Night
  - Family Dance
  - Family Literacy Night
2. Communications from school to home through the different venues:
  - Class DoJo
  - Parent Square are sent home to encourage a positive learning environment and provide information
  - Marque Messages
  - Facebook Page
  - Viking Website
  - Weekly/Monthly Classroom Newsletter
  - School-wide and classroom notes go home to inform parents of the school rules for specific events, to ensure the safety of all students and staff.
  - Viking and district handbooks are sent home for parents, in the language preferred.
  - Progress reports/Report cards
  - Phone calls
  - Notes or Memos from staff members
  - Parent Portal
  - SSTs, Parent/Teacher conferences ELAC, SSC, Quarter Awards, Block V, Volunteer Dinner Recognition
  - Parent Workshops
  - Schoolwide student performances
3. Opportunities for parents and school face to face interactions to increase parent involvement for academic growth:
  - Parent Orientations for PreK, TK, and Kinder at the beginning of the school year to promote academic growth.

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

4. Parent professional learning opportunities:

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

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

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

6. SEL support for students and families:

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

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

- Given at the beginning of the school year during staff meeting on "How to create a positive learning environment for all students" by site district office as applicable throughout the year.

- Professional learning are provided throughout the year by district or site Climate and Culture Team on how to engage families in their student's education.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

## Student Groups

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

**African American (AA):**

**Students with Disabilities (SWD):**

**Socio-economically Disadvantaged (SED):**

**English Learner (EL):**

- HSL will improve service and communications with the parents.

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

**African American (AA):**

**Students with Disabilities (SWD):**

**Socio-economically Disadvantaged (SED):**

**English Learner (EL):**

- We plan to use some funds for supplies to promote parent engagement, promote acknowledgement of student growth and progress through award recognition efforts.

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

**African American (AA):**

**Students with Disabilities (SWD):**

**Socio-economically Disadvantaged (SED):**

**English Learner (EL):**

- Ensure monthly SST meetings to address the needs of our low performing groups.
- Ensuring consistent communication with all parents.
- Increasing opportunities for parent engagement during and after school hours.
- Site-based School Social Worker to support in identifying psychosocial factors impacting identified students' unmet needs.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

**Short-Term (Learning)**

Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

- We will see an increase in attendance at the Title I Parent Meeting/Back to School Night and at Parent Conferences.
- Outcomes measured by attendance rosters. There will be a 10% increase in attendance as compared to last year.
- Outcomes monitored by Principal, VP, and teachers.

**Medium-Term (Change in Behavior or Performance)**

Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

- We will see an increase from the Fall Climate & Culture survey to the Spring survey.
- Outcomes measured by family engagement domain. There will be an increase of 2% favorable.
- Outcomes monitored by Principal, VP, and teachers.

**Long-Term (Change in Condition)**

Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

- We will see an increase in the Fall Climate & Culture family survey from last year to this year.
- Outcomes measured by family engagement domain. There will be an increase of 4% favorable.
- Outcomes monitored by Principal, VP, and teachers.

# 2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0465 Viking Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Direct-Graph			Graphics for parent handbook and student instructional materials for parents to work at home.	2,500.00
G5A1	Title 1 Basic	Parent Participation	Communicatio			: Stamps for parent communications	79.00

**\$2,579.00**

# 2025-2026 Budget for SPSA/School Site Council

## State/Federal Dept 0465 Viking Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.1850	Small Group Reading Instruction	23,807.00
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.4375	Small Group Reading Instruction	51,696.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Contracts: Tutoring, Planning, Side by Side Learning, PL *No IEPs or 504s*	3,541.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Certificated Supplemental contracts: Professional Learning, Planning, Tutoring, Extra Support *No IEPs or 504s*	2,111.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2525	Small Group Reading Instruction	32,494.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.1700	Small Group Reading Instruction	19,991.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Certificated Substitutes: Planning, SSTs, 504s, IEPs, Side by Side PL	35,781.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Certificated Supplemental contracts: Professional Learning, Planning, Tutoring, Extra Curricular, Assessments, Extra Support	10,149.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Instructional Supplies	60,464.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copiers: Office and Library for Instructional use and office use for parents.	10,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Computer Maintenance	1,000.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Sup			Extend Library Hours for Parents 1 day per week/Computer support	3,928.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2675	Small Group Reading Instruction	31,457.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessor	3,555.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Instructional Materials	100.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Site License for Reflex/FRAX and EdCite/Formative	5,000.00
G3A2	Sup & Conc	Attendance & Social Work Servi	Crt Pupil-Reg	Social Worker, School	0.4000	Split Fund SSWL 0.6 FTE Centennial G1A3, 0.4 FTE Viking G3A2	53,807.00
G3A3	Sup & Conc	Other Pupil Services	Oth Cls-Supp			Extra supervision to support a safe climate and culture: NTA student supervision and monthly safety training/meetings.	48,434.00
G5A1	Title 1 Basic	Parent Participation	Direct-Graph			Graphics for parent handbook and student instructional materials for parents to work at home.	2,500.00
G5A1	Title 1 Basic	Parent Participation	Communicatio			: Stamps for parent communications	79.00

\$399,894.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$88,734.00
Sup & Conc	7090	\$276,048.00
LCFF: EL	7091	\$35,112.00
<b>Grand Total</b>		<b>\$399,894.00</b>

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$295,074.00
G3 - Increase student engagement in their school and community	\$102,241.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$2,579.00
<b>Grand Total</b>	<b>\$399,894.00</b>