

Fresno Unified School District - School Plan for Student Achievement (SPSA)

2026-2027

Viking Elementary

10621666006530

Principal's Name: Christie Yang

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

Title I SWP/TSI

Targeted Support and Improvement

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District Goals		
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals and Guardrails 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.		
Academic Achievement	DISTRICT GOALS: Early Literacy Literacy Intervention College & Career Readiness Life Skills	DISTRICT GUARDAILS: Community Engagement Equitable Access Effective Staff Health & Wellness
The Whole Child (Engagement/SEL)		
Operational Excellence		

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

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.

The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.

The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.

The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.

The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.

School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.

Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.

Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.

The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and rewritten during the second semester of each school year for annual approval by the Board of Education.

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Christie Yang	X				
2. Chairperson - Rebecca Horwitz		X			
3. Secretary – Allegra Cabral		X			
4. Stacy Solis		X			
5. Annette Martinez			X		
6. Annie Tremp - Parent				X	
7. See Lo - Parent				X	
8. Humberto Gutierrez - Parent				X	
9. Monica Pena - Parent				X	
10. Mandeep Kaur				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

School Name: Viking Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Christie Yang		4/17/2026
SSC Chairperson	Rebecca Horwitz		4/17/2026

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

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

FY 2026/27

Viking - 0465

ON-SITE ALLOCATION

3010	Title I	\$84,594 *
7090	LCFF Supplemental & Concentration	\$236,160
7091	LCFF for English Learners	\$29,900

TOTAL 2026/27 ON-SITE ALLOCATION

\$350,654

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$2,452
Program Budget	\$82,142
Total Title I Allocation	\$84,594

ESSA Assistance Status: Targeted Support and Improvement (TSI)

January 30, 2026

Viking Elementary 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review

School Level Dashboard

Goal	Selected Metrics	Current Target	Actual	As Of	Target	
Goal 1	ELPAC - percentage of students who scored 4		18.6 %	2024-2025	19.7 %	↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		42.3 %	2024-2025	43.4 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		50 %	2025-2026	51.1 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		44.8 %	2025-2026	45.9 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		39.8 %	2025-2026	40.9 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		58.9 %	2025-2026	60 %	↑
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		32.3 %	2025-2026	33.4 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		52.2 %	2025-2026	53.3 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		49.8 %	2025-2026	50.9 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		53.8 %	2025-2026	54.9 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		64.5 %	2025-2026	65.6 %	↑
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		21.3 %	2025-2026	22.4 %	↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	-31 pts	-31.9 pts	2024-2025	-16.9 pts	↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		37.2 %	2024-2025	42.2 %	↑
Goal 1	SBAC Math - Average distance from standard (ALL)	-44.8 pts	-47.1 pts	2024-2025	-32.1 pts	↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		27.8 %	2024-2025	32.8 %	↑

Goal 2	Chronic Absenteeism - (African American)		42.1 %	2024-2025	41.5 %	↓
Goal 2	Chronic Absenteeism - (Asian)		25.5 %	2024-2025	24.9 %	↓
Goal 2	Chronic Absenteeism (ALL) Semester 1	36.4 %	24.1 %	2025-2026	23.5 %	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	87.4 %	94 %	2025-2026	95.1 %	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	88.5 %	88 %	2025-2026	89.1 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		83 %	2025-2026	85 %	↑
Goal 2	Suspension Rate (ALL) Semester 1	3.5 %	1.5 %	2025-2026	1.17 %	↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

PROBLEM OF PRACTICE (POP): Based on the metrics, identify the problem(s) of practice.

POP #1 GOAL 1: Math

- iReady Math D2 proficiency-percentage of students on/above (ALL)
- SBAC Math - Average distance from standard (ALL)
- SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

District benchmark data from the iReady Diagnostic 2 assessment show that mathematics achievement is significantly below grade-level expectations across grades. Performance is low across all four core mathematical domains —Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry.

PROBLEM OF PRACTICE (POP): Based on the metrics, identify the problem(s) of practice.

POP #2 GOAL 1: ELA

- i-Ready ELA D2 proficiency - percentage of students on/above (ALL)
- SBAC ELA - Average distance from standard (ALL)
- SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Student performance on the iReady Diagnostic 2 assessment indicates that ELA proficiency is significantly below grade-level expectations. Students are demonstrating consistent difficulty in the domains of vocabulary and comprehension, which are essential for accessing complex texts, understanding academic language, and meeting grade-level reading standards. These gaps are limiting students' ability to interpret, analyze, and respond to grade-level material, resulting in overall performance that falls below district benchmarks. This trend reflects a schoolwide need for strengthened instruction in academic vocabulary development, explicit comprehension strategy instruction, and targeted intervention to support students in building foundational literacy skills.

PROBLEM OF PRACTICE (POP): Based on the metrics, identify the problem(s) of practice.

POP #3 GOAL 2: Chronic Absenteeism

Chronic absenteeism continues to be a significant barrier to student achievement and overall school improvement. Current attendance data indicate that a substantial number of students are missing school.

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

POP #1 GOAL 1: Math

- iReady Math D2 proficiency-percentage of students on/above (ALL)
- SBAC Math - Average distance from standard (ALL)
- SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

This trend indicates a schoolwide need for strengthened Tier 1 instruction, targeted intervention, and consistent progress monitoring to support students in developing foundational and grade-level mathematical skills. Multiple contributing factors may appear to be influencing the low levels of math proficiency:

- Gaps in foundational numeracy skills that compound as students progress through grade levels.
- Inconsistent implementation of standards-aligned instructional practices, including conceptual modeling, math discourse, and problem-solving routines.
- Limited opportunities for differentiated instruction and small-group intervention aligned to diagnostic data.
- Variability in teacher access to ongoing professional development focused on math pedagogy, data analysis, and intervention strategies.
- Interrupted learning patterns that have contributed to unfinished learning in key domains, particularly Number and Operations.

These factors collectively impact students' ability to master grade-level content and demonstrate proficiency on benchmark assessments.

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

POP #2 GOAL 1: ELA

- i-Ready ELA D2 proficiency - percentage of students on/above (ALL)
- SBAC ELA - Average distance from standard (ALL)
- SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Several factors appear to be contributing to the low performance in ELA:

- Limited exposure to explicit academic vocabulary instruction across content areas.
- Inconsistent implementation of evidence-based comprehension strategies, such as close reading, annotation, and text-dependent questioning.
- Insufficient opportunities for students to engage with complex, grade-level texts with appropriate scaffolds.
- Variability in teacher access to ongoing professional development focused on literacy instruction and data-driven practices.
- Gaps in foundational literacy skills that impact students' ability to access higher-level comprehension tasks.

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

POP #3 GOAL 2: Chronic Absenteeism

Several factors appear to be contributing to chronic absenteeism:

- Limited family engagement and communication gaps, leading to inconsistent understanding of attendance expectations and the impact of absences on learning.
- Socioeconomic challenges, including transportation issues, health concerns, and unstable housing, which create barriers to regular attendance.
- Insufficient early identification and intervention, resulting in delayed support for students who begin to show emerging attendance concerns.
- School climate and engagement factors, such as limited student connection to school activities or inconsistent access to positive relationships with adults on campus.
- Lack of consistent monitoring systems, making it difficult to track patterns and respond quickly to attendance declines.

These root causes collectively contribute to ongoing absenteeism and hinder students' ability to meet academic expectations.

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.

POP #1 GOAL 1: Math

- iReady Math D2 proficiency-percentage of students on/above (ALL)
- SBAC Math - Average distance from standard (ALL)
- SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Action Steps

- Strengthen Tier 1 Math Instruction — Implement consistent use of standards-aligned instructional routines, including math discourse, conceptual modeling, and problem-solving strategies across all classrooms in grades 1–5.
- Provide Targeted Small-Group Intervention — Use iReady Diagnostic and teacher-created formative assessments to group students for differentiated instruction and targeted intervention in foundational numeracy and domain-specific skills.
- Increase Teacher Capacity Through Professional Development — Provide ongoing PD focused on math pedagogy, data-driven instruction, and effective intervention practices. Include coaching cycles and classroom modeling.
- Implement Data Cycles — Conduct regular data meetings to analyze iReady growth, exit tickets, and common formative assessments to adjust instruction and intervention.
- Integrate Math Support Materials — Utilize manipulatives, visual models, and digital tools to support conceptual understanding in all four domains.
- Strengthen Family Engagement in Math — Offer family math nights, take-home resources, and communication strategies to help families support numeracy development at home.

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.

POP #2 GOAL 1: ELA

- i-Ready ELA D2 proficiency - percentage of students on/above (ALL)
- SBAC ELA - Average distance from standard (ALL)

- SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Action Steps

- Implement daily structured literacy routines (phonics, morphology, vocabulary, comprehension).
- Use consistent schoolwide vocabulary routines (Tier 2 words, morphology, retrieval practice).
- Teach comprehension strategies explicitly using modeling, text structure organizers, and gradual release.
- Use consistent routines for vocabulary, annotation, and comprehension across grade levels so students internalize strategies.
- Integrate writing to learn tasks, such as quick writes, text based responses and evidence based explanation to reinforce comprehension.
- Integrate short complex texts and sentence frames to support comprehension.

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.

POP #3 GOAL 2: Chronic Absenteeism

There is a need for a comprehensive, multi-tiered approach to improve student attendance and reduce chronic absenteeism. Staff need structures for monitoring attendance patterns, implementing early interventions, and engaging families proactively.

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

Comprehensive ELA Program

Fully Implemented

The actions were fully implemented to meet the desired student outcomes.

Comprehensive Math Program

Fully Implemented

The actions were fully implemented to meet the desired student outcomes.

Increase Student Engagement -- Goal 2

Fully Implemented

The actions were fully implemented to meet the desired student outcomes.

Increase Workplace Success --Real World Experiences

Fully Implemented

The actions were fully implemented to meet the desired student outcomes.

Decrease Chronic Absenteeism

Fully Implemented

The actions were fully implemented to meet the desired student outcomes.

Decrease Suspension Rates

Partially Implemented

The actions were partially implemented. Tier III services were not available during the second semester.

Recruitment and retention of staff

Fully Implemented

The actions were fully implemented to meet the desired outcomes.

Family Engagement

Fully Implemented

The actions were fully implemented to meet the desired outcomes.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Comprehensive ELA Program

Effective

The actions were effective. SBAC increased 7.7% from 23/24 to 24/25. Distance from Standards decreased from -50 to -36.

Comprehensive Math Program

Partially Effective

The actions were partially effective. While SBAC increased 2.3% proficiency rate and Distance from Standards decreased from -63 to -52 from 23/24 to 24/25, the site goal was not met.

Increase Student Engagement -- Goal 2

Effective

The actions were effective. Panorama Climate and Culture site Student Survey was an 83% favorably. District goal for student domain was at 83%. Site met the district goal. Site leadership and the CCT team consistently review engagement levels and identify strategies to increase the overall survey participation rate.

Increase Workplace Success --Real World Experiences

Effective

The actions were effective. All students participated in real life work experience trips.

Decrease Chronic Absenteeism

Partially Effective

All actions were fully implemented but partially effective. Attendance rate still remained at 92% all year and not meeting site goal of 94%. Chronic Absenteeism rate is still high at 28.8%.

Decrease Suspension Rates

Partially Effective

All actions were fully implemented but partially effective. Suspension rate has gone down from 24/25 to 25/26. However, Asian subgroup is relatively high for the number of enrollments. Our SWD is relatively high as well. Tier III services were not available during second semester.

Recruitment and retention of staff

Partially Effective

The actions were fully implemented but partially effective. District Health and Wellness Climate and Culture Survey Staff Domain goal is 89%. Site Climate and Culture survey was 85%.

Family Engagement

Effective

The actions were effective. Fall family survey responses were 65.7% (434 responses). Family survey for Family Engagement Domain was at 94%.

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.

Based on our analysis of the current SPSA actions and budget, we will:

- Strengthen Tier 1 Math Instruction — Implement consistent use of standards-aligned instructional routines, including math discourse, conceptual modeling, and problem-solving strategies across all grades. If funding permits, additional tutoring to facilitate early intervention for struggling students.
- Strengthened instruction in ELA academic vocabulary development, explicit comprehension strategy instruction, and targeted intervention to support students in building foundational literacy skills.

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:	ELAC:	Staff:
• Keep CTs for support small reading group instruction for the lower grades 1-3	• Keep CT for extra tutoring for our LTELs • Goal setting with EL students toward reclassification • Keep CTs for small reading group instruction for lower grades 1-3	• Keep CTs for small reading group instruction for lower grades 1-3 • Planning days with sub release • Extra pay contracts for after school extra curricular

 Action

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Math Focus

Action Details

Early Literacy
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.

Direct Instructional Services

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

Viking Elementary will strengthen mathematics achievement by implementing a schoolwide Multi-Tiered System of Support (MTSS) that uses multiple measures—SBAC, i-Ready, Go Math assessments, and site common formative assessments (PLC CFAs) to identify student needs and provide timely, differentiated instruction. Students will receive targeted support through a fluid RTI structure, including small-group instruction and PLC-guided deployment, to ensure mastery of grade-level standards.

Tier 1: Core Instruction for All Students

- Standards-aligned TK–6 math instruction delivered through the adopted curriculum.
- Emphasis on conceptual understanding, mathematical practices, and differentiated whole-group and small-group instruction.
- Universal screening using SBAC, i-Ready, Go Math assessments, and site CFAs to monitor progress and identify students needing additional support.
- PLCs analyze data and adjust instruction to ensure access and rigor for all learners.
- 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.
- 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, data chats and testing support.
- Academic coach will support instruction and curriculum and PL for teachers.
- Computer software supporting math.

TIER 2: Targeted Small-Group Intervention

- Students identified through multiple measures receive targeted support during designated intervention blocks.
- Instruction focuses on prerequisite skills, unfinished learning, and specific standards identified through CFAs and iReady diagnostics.
- Targeted lessons from the various software will be implemented to support /enhance individual student needs in K-6, with emphasis on Students with Disabilities, Asians, African American Student Groups, and English Learners.
- Supplemental contracts for tutoring for identified students, if funding permits.
- 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.

Tier 3: Intensive, Individualized Support

- Students with persistent skill gaps receive intensive, individualized intervention beyond Tier 2.
- Support may include increased frequency of small-group instruction, one-on-one intervention, or specialized programs aligned with student needs.
- Frequent progress monitoring guides instructional adjustments and ensures timely response to student needs.
- Collaboration with specialists (intervention teachers, SPED staff, instructional coaches) ensures alignment with core instruction.

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, after school tutoring if funding permits.
- 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?

Asian (AS):

African American (AA):

Students with Disabilities (SWD):

Based on CA Data Dashboard:

1. Students with Disabilities (SWD)--Orange
- Supplemental contracts for after school tutoring by teachers or CTs
 - Differentiated instruction during Tier 1

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

Asian (AS):

African American (AA):

Chronic Absenteeism: African American and Asian

Based on CA Data Dash Board:

1. Red --African American and Asian for Chronic Absenteeism
- HSL will continue to conduct outreach such as home visits, check in and check out, goal setting, attendance meeting to support families. Extra supplemental contracts (if needed) for parent engagement on topics of navigating attendance policies, academic support, culturally specific family workshops, and provide flexible communication channels.

- After school tutoring for students who are flagged as chronically absent (if funding permits)
- Attendance Incentives--Recognition programs that celebrate improvement, not just perfect attendance.

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

Asian (AS):

African American (AA):

Students with Disabilities (SWD)

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

- 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.

2. African American (AA) and Asian:

- HSL will continue to conduct outreach such as home visits, check in and check out, goal setting, attendance meeting to support families. Extra supplemental contracts (if needed) for parent engagement on topics of navigating attendance policies, academic support, culturally specific family workshops, and provide flexible communication channels.
- After school tutoring for students who are flagged as chronically absent (if funding permits)
- Attendance Incentives--Recognition programs that celebrate improvement, not just perfect attendance.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Provide interpretation and translation services for parents of English Learners and for parents who are deaf or hard of hearing, including American Sign Language (ASL) support.
- Family Engagement Events: Family Movie Nights, Donuts with Santa, Multicultural Day, Carnival, Family Movie Night, Winter Performances, and Quarter Awards ceremonies.
- Academic Family Night: Literacy and Math Night

Professional Learning

Describe Professional Learning related to this action.

- Provide learning opportunities for paraprofessionals, CTs, and teachers supporting students in need of Tier II and Tier III services vs. Tier II and Tier III students in these domains: Number and Operations, Algebra and Algebraic Thinking, Measurement and Data and Geometry.
- Continue to provide learning opportunities for teachers, paraprofessionals in support Tier I instruction in Math.
- Provide professional learning around differentiated instruction and multi-tiered system of support.

Progress Monitoring: Outcomes

Reasoning for using this action:

 Strong 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 to provide feedback to teachers. The outcomes of these walkthroughs will be measured through data that aligns with the school's Professional Learning (PL) focus areas.
- These outcomes will be monitored by the Principal, Vice Principal, Academic Coach, 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), Academic Coach, 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. Outcomes monitored by Principal, VP, Academic Coach, and teachers.

- SBAC Results for grades 3-6: Decrease the distance from meeting standards in Math from -44.8. to -32.0
- iReady Scores for K-2nd.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Literacy Focus

Action Details

Early Literacy

Viking Elementary will implement a schoolwide, comprehensive reading program that integrates effective instructional practices across all content areas to strengthen foundational skills and improve students' ability to comprehend complex texts. Instruction will be delivered through a three-tiered model to ensure all students receive appropriate levels of support based on their individual needs.

Professional Learning Communities will regularly review Common Formative Assessments and monitor progress to evaluate mastery of standards and determine necessary interventions or enrichment. The ELA block will include both whole-group and small-group instruction, allowing for targeted, differentiated teaching. Through a balanced literacy approach and consistent use of data, Viking Elementary will provide high-quality instruction that supports every student in making meaningful reading growth.

Direct Instructional Services

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

A three-tier system for ELA at Viking Elementary provides a structured, schoolwide framework that delivers increasing levels of instructional support so all students can develop strong reading skills. Each tier is designed to ensure students receive instruction aligned to their individual needs while maintaining a consistent, standards-based approach across classrooms.

Tier 1: Core Instruction for All Students

Tier 1 consists of high-quality, standards-aligned ELA instruction delivered to every student. Teachers implement a balanced literacy model that includes whole-group lessons, small-group instruction, academic vocabulary development, and explicit comprehension strategies. Ongoing formative assessments guide instructional adjustments and ensure students are progressing toward grade-level expectations. In addition, 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 Standard for the 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 iReady ELA benchmarks for grades K-6 3) SBAC Scores for grades 3-6 4) TK FAS data for TK 5) KFSA and Universal Screener DIBELS 6) Fluency and Universal Screener DIBELS.

• a. Reading Standards: 1) Literature 2) Informational Text 3) Foundational Skills 4) Writing Standards

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

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.
- Utilize Write Tools Strategies to deliver writing instruction in grades TK-6th.

c. Speaking and Listening Standards:

- 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.

Tier 2: Targeted Intervention for Identified Students

Tier 2 provides targeted small-group intervention for students who require additional support beyond the core program. Instruction focuses on specific skill gaps—such as phonics, vocabulary, fluency, or comprehension—and is informed by Common Formative Assessments and progress-monitoring data. Students receive more frequent opportunities to practice essential skills with increased teacher guidance.

- 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, if funding permits.

Tier 3: Intensive, Individualized Support

Tier 3 offers intensive, individualized intervention for students with significant and persistent reading challenges. Instruction is delivered in very small groups or one-on-one using specialized materials and frequent progress monitoring. The goal is to accelerate growth so students can successfully access grade-level instruction.

- 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.

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.

Core Program & Instruction

- All EL students participate in a schoolwide, standards-aligned ELA program fully aligned to the CCSS and supported by the CA ELD Standards.
- Students receive daily Integrated ELD aligned to their English proficiency levels, with consistent use of SDAIE strategies, academic discourse, talk moves, and language frames.
- Teachers integrate listening, speaking, reading, and writing to strengthen comprehension, note-taking, and academic language.
- Instructional coaching and professional learning focus on effective EL strategies and implementation of the ELD Framework.
- Supplemental planning time and release days support teachers in designing instruction that meets EL needs as needed with and if funding permits.

Targeted Supports & Interventions

- ELs and LTELs receive **small-group reading and language intervention** based on multiple data sources (ELPAC, SBAC, BAS, i-Ready, CFAs).
- Interventions occur **4 times per week for 30 minutes** for students significantly below grade level.
- ELD Levels 1–2 receive additional language acquisition support.
- ELPAC assessors assist with annual testing and preparation.
- ELs receive **priority access** to before-/after-school academic support.
- Supplemental ELA materials are provided to support language development.

Instruction:

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

Asian (AS):

Students with Disabilities (SWD):

African American (AA):

Based on CA Data Dash Board:

1. Students with Disabilities (SWD) student group is in the orange.

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

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

Asian (AS):

African American (AA):

Students with Disabilities (SWD):

Chronic Absenteeism: African American and Asian

Based on CA Data Dash Board:

1. Red --African American and Asian for Chronic Absenteeism

- HSL will continue to conduct outreach such as home visits, check in and check out, goal setting, attendance meeting to support families. Extra supplemental contracts (if needed) for parent engagement on topics of navigating attendance policies, academic support, culturally specific family workshops, and provide flexible communication channels.
- After school tutoring for students who are flagged as chronically absent (if funding permits)
- Attendance Incentives--Recognition programs that celebrate improvement, not just perfect attendance.

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

Asian (AS):

African American (AA):

Students with Disabilities (SWD):

Students with Disabilities (SWD)

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

- 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.

2. African American (AA) and Asian:

- HSL will continue to conduct outreach such as home visits, check in and check out, goal setting, attendance meeting to support families. Extra supplemental contracts (if needed) for parent engagement on topics of navigating attendance policies, academic support, culturally specific family workshops, and provide flexible communication channels.
- After school tutoring for students who are flagged as chronically absent (if funding permits)
- Attendance Incentives--Recognition programs that celebrate improvement, not just perfect attendance.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Provide interpretation and translation services for parents of English Learners and for parents who are deaf or hard of hearing, including American Sign Language (ASL) support.
- Family Engagement Events: Family Movie Nights, Donuts with Santa, Multicultural Day, Carnival, Family Movie Night, Winter Performances, and Quarter Awards ceremonies.
- Academic Family Night: Literacy and Math Night

Professional Learning

Describe Professional Learning related to this action.

- Provide learning opportunities for paraprofessionals, CTs, and teachers supporting students in need of Tier II and Tier III services vs. Tier II and Tier III students on teaching Reading Foundational Skills and Mathematical Practices.
- Continue to provide learning opportunities for teachers, paraprofessionals in support Tier I instruction in ELA, specifically the domains of Reading Comprehension.
- Provide professional learning around differentiated instruction and multi-tiered system of support.

Progress Monitoring: Outcomes

Reasoning for using this action:

 Strong 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 to provide feedback to teachers. The outcomes of these walkthroughs will be measured through data that aligns 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, Academic Coach, 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) and PLC CFAs.
- Outcomes will be measured by tracking student growth from one assessment to the next and through progress in iReady Personalized Learning Lessons and teacher's individual tracking system student by student.
- These outcomes will be monitored by teachers ,Academic Coach, 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. Outcomes monitored by site Admin, Academic Coach, and teachers.

- SBAC Results for grades 3-6: Decrease the distance from meeting standards in ELA from to -31.9 to -16.9.
- Outcomes measured by iReady for grades K-2nd

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0465 Viking Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Bks & Ref			: Reflex/Frax Software	4,200.00
G1A2	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.1850	Small Group Reading Instruction **Budget lines for personnel include salaries and related benefits	22,955.00
G1A2	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.4375	Small Group Reading Instruction **Budget lines for personnel include salaries and related benefits	57,294.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			: Instructional Supplies **No Food or Incentives**	1,745.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2525	Small Group Reading Instruction **Budget lines for personnel include salaries and related benefits	31,330.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2675	Small Group Reading Instruction **Budget lines for personnel include salaries and related benefits	31,086.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Substitutes for SST, IEPs,504s, PLC Planning, Professional Learning **Budget lines for personnel include salaries and related benefits	23,874.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for PL, Tutoring, GVC Planning, Extra Curricular, etc.. **Budget lines for personnel include salaries and related benefits	12,270.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Instructional Supplies	61,600.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Extra Copier Leases--Color Copier and Office Copier	12,000.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1700	Small Group Reading Instruction **Budget lines for personnel include salaries and related benefits	19,754.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessor **Budget lines for personnel include salaries and related benefits	6,136.00
G1A2	LCFF: EL	Instruction	Mat & Supp			: Instructional Supplies	4,010.00

\$288,254.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Student Engagement to Decrease Suspension

Action Details

Life Skills

Viking Elementary will strengthen student engagement and reduce suspensions by providing meaningful, inclusive, and interest-based real-world learning experiences. Students will have access to a broad range of college, career, and enrichment opportunities, including clubs, athletics, co-curricular programs, visual and performing arts, field trips, multicultural events, and classroom presentations. The school will also offer activities that build social, emotional, and academic connections with peers and the community, fostering strong relationships among students, staff, and families to support positive behavior and school connectedness.

Direct Instructional Services

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
 - Educational Field Trips
 - Talent Show/Schoolwide performance
 - Art Club
 - Pokemon Club
 - Attendance Celebration
 - Peer Mediators
 - Student Leadership
 - Winter Program
 - Music Performances
 - Schoolwide student t-shirts, water bottles, lanyards, etc...
 - Math and Reading Celebrations

- Other student/parent engagement events

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

5) Incentives for schoolwide/classroom celebrations.

6) Provide transportation for students to attend field trips, college visits and community learning experiences.

7) Graphics, materials, supplies, and communication materials to promote student and family involvement.

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?

Asian (AS):

African American (AA):

Based on CA Data Dashboard:

- Supplemental materials for student/parent engagement.
- Additional supplemental hours for HSL to improve service and communication with the parents of our ELs.
- Encourage students to participate in various extra-curricular activities

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

Asian (AS):

African American (AA):

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?

Asian (AS):

African American (AA):

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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Enhance parent engagement, communication, and expanded learning opportunities
- Supplies for parent outreach
- Provide interpretation and translation services for parents of English Learners and for parents who are deaf or hard of hearing, including American Sign Language (ASL) support.
- Family Engagement Events: Family Movie Nights, Donuts with Santa, Multicultural Day, Carnival, Family Movie Night, Winter Performances, and Quarter Awards ceremonies.
- Academic Family Night: Literacy and Math Night

Professional Learning

Describe Professional Learning related to this action.

There is no professional learning tied to this action.

Progress Monitoring: Outcomes

Reasoning for using this action:

 Strong 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

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

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

- Engagement and participation will be analyzed quarterly to track improvements compared to the previous year.
- Outcomes will be measured through ATLAS reports, with progress monitored by the Principal, Vice Principal, and the Climate & Culture Team.

Shape these behaviors...

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

- Engagement and participation will be analyzed quarterly to track improvements compared to the previous year.
- Outcomes will be measured through ATLAS reports, with progress monitored by the Principal, Vice Principal, and the Climate & Culture Team.

And ultimately achieve these impacts.

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

- Engagement and participation will be analyzed quarterly to track improvements compared to the previous year.
- Outcomes will be measured through Climate and Culture Surveys reports, with progress monitored by the Principal, Vice Principal, and the Climate & Culture Team.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Prop 28 Art Integration

Action Details

Life Skills

Viking Elementary School will strengthen and expand its Music, Visual Arts, and Dance programs as part of a comprehensive approach to whole-child development. These programs will provide students with multiple modalities for learning, expression, and problem-solving. Through structured arts instruction and integrated creative activities, students will develop skills in creativity, collaboration, communication, and critical thinking that reinforce core academic learning.

GELAP expenses for Arts Integration Teachers will be paid for by Proposition 28.

Direct Instructional Services

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

Direct Instructional Services:

- Classroom/basic props materials and supplies will be purchased to support music, art, and dance instruction.
- Curriculum materials that align with standards.
- Guest presenters and professional learning for teachers to improve instruction.

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 will participate in all music, arts, and dance activities. It will be an inclusive learning experience.

Student Groups

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

All students will participate in all music, arts, and dance activities. It will be an inclusive learning experience.

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

All students will participate in all music, arts, and dance activities. It will be an inclusive learning experience.

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

All students will participate in all music, arts, and dance activities. It will be an inclusive learning experience.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Home School Liaison will make contact with families through home visits and phone calls to encourage parent engagement.

Professional Learning

Describe Professional Learning related to this action.

- Professional learning may be needed for teachers to improve instruction.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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.

Increase Student Engagement:

- Students show enthusiasm, participation, and joy in the music, arts, and dance activities.
- Measured by: Teacher observations, attendance, student surveys.
- Monitored by: Music, Dance, and Art teachers and site administrators.

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.

Improved student focus and self-regulation:

- Students demonstrate greater ability to concentrate, follow multi-step directions, and manage energy levels appropriately.
- Measured by: Teacher observations, reduction in re-directions or behavior incidents.
- Monitored by: Dance teacher and classroom 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.

Enhanced School Culture and Climate:

- The school fosters a positive, inclusive environment where the music, arts, and dance are valued.
- Build a strong sense of belonging and pride.
- Measured by: School Climate and Surveys, student attendance and family engagement data.
- Monitored by: Site administrators.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0465 Viking Elementary (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Parent Participation	Cons Svc/Oth			TBD : Parent Engagement-- Graphics Dept closing, moved from object 5725 to 5899.	2,500.00
G2A1	Title 1 Basic	Parent Participation	Communicatio			: Parent Communications--Stamps	100.00
G2A1	Sup & Conc	Other Pupil Services	Oth Cls-Sub			Extra Supervision--NTAs **Budget lines for personnel include salaries and related benefits	59,800.00

\$62,400.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0465 Viking Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0465	1110	1000	1110	Teacher-Regu	Tutor	T004	Chronister-Avoledo, Meli	0.1850	G1A2	Small Group Reading Instruction **Budget lines for personnel include salaries and related benefits	22,955.00
060	3010	0465	1110	1000	1110	Teacher-Regu	Tutor	T004	Co, Kristen	0.4375	G1A2	Small Group Reading Instruction **Budget lines for personnel include salaries and related benefits	57,294.00
060	3010	0465	1110	1000	4300	Mat & Supp					G1A2	: Instructional Supplies **No Food or Incentives**	1,745.00
060	3010	0465	1110	2495	5899	Cons Svc/Oth					G2A1	TBD : Parent Engagement-- Graphics Dept closing, moved from object 5725 to 5899.	2,500.00
060	3010	0465	1110	2495	5900	Communicatio					G2A1	: Parent Communications--Stamps	100.00
030	7090	0465	1110	1000	1110	Teacher-Regu	Tutor	T004	Chronister-Avoledo, Meli	0.2525	G1A2	Small Group Reading Instruction **Budget lines for personnel include salaries and related benefits	31,330.00
030	7090	0465	1110	1000	1110	Teacher-Regu	Tutor	T004	Bowman, Shelley	0.2675	G1A2	Small Group Reading Instruction **Budget lines for personnel include salaries and related benefits	31,086.00
030	7090	0465	1110	1000	1120	Teacher-Subs					G1A2	Substitutes for SST, IEPs,504s, PLC Planning, Professional Learning **Budget lines for personnel include salaries and related benefits	23,874.00
030	7090	0465	1110	1000	1160	Teacher-Supp					G1A2	Supplemental Contracts for PL, Tutoring, GVC Planning, Extra Curricular, etc.. **Budget lines for personnel include salaries and related benefits	12,270.00
030	7090	0465	1110	1000	4200	Bks & Ref					G1A1	: Reflex/Frax Software	4,200.00
030	7090	0465	1110	1000	4300	Mat & Supp					G1A2	Instructional Supplies	61,600.00
030	7090	0465	1110	1000	5631	Off Eq Lease					G1A2	Extra Copier Leases--Color Copier and Office Copier	12,000.00
030	7090	0465	1110	3900	2920	Oth Cls-Sub					G2A1	Extra Supervision--NTAs **Budget lines for personnel include salaries and related benefits	59,800.00
030	7091	0465	4760	1000	1110	Teacher-Regu	Tutor	T004	Bowman, Shelley	0.1700	G1A2	Small Group Reading Instruction **Budget lines for personnel include salaries and related benefits	19,754.00
030	7091	0465	4760	1000	1160	Teacher-Supp					G1A2	ELPAC Assessor **Budget lines for personnel include salaries and related benefits	6,136.00
030	7091	0465	4760	1000	4300	Mat & Supp					G1A2	: Instructional Supplies	4,010.00
													\$350,654.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$84,594.00
Sup & Conc	7090	\$236,160.00
LCFF: EL	7091	\$29,900.00
Grand Total		\$350,654.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$288,254.00
G2 - The Whole Child (SEL and Engagement)	\$62,400.00
Grand Total	\$350,654.00