Vinland Elementary

10621666006548

Principal's Name: Pamela Guizar

Principal's Signature: 

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

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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 The Whole Child (Engagement/SEL) Operational Excellence	**DISTRICT GOALS:** **Early Literacy** **Literacy Intervention** **College & Career Readiness** **Life Skills**	**DISTRICT GUARDAILS:** **Community Engagement** **Equitable Access** **Effective Staff** **Health & Wellness**

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

Consolidated Program Assurances

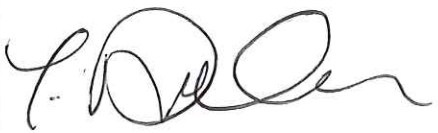
The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures 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 – Pamela Guizar	**X**				
2. SSC Chairperson/PAC Rep – Tiffany Castanon				**X**	
3. SSC Vice Chairperson – Ashley Todd				X	
4. SSC Secretary – Brandon Robinson		**X**			
5. Jamie Hall				**X**	
6. Meredith Feller		**X**			
7. Esther Medina				**X**	
8. Claudia Banuelos Moreno		**X**			
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
X **ELAC reviewed the SPSA as a school advisory committee.**
☐ **ELAC voted to consolidate with the SSC. Date_____.**

Required Signatures

School Name: Vinland Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	**Print Name Below**	**Signature Below**	**Date**
Principal	**Pamela Guizar**		**4/10/26**
SSC Chairperson	**Tiffany Castanon**		**4/10/26**

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

Vinland - 0470

ON-SITE ALLOCATION

3010	Title I	$68,448	*
7090	LCFF Supplemental & Concentration	$193,536	
7091	LCFF for English Learners	$24,380	
	TOTAL 2026/27 ON-SITE ALLOCATION	**$286,364**	

*	These are the total funds provided through the Consolidated Application	
*	Title I requires a specific investment for Parent Involvement	
	Parent Involvement Budget - Minimum	$1,984
	Program Budget	$66,464
	Total Title I Allocation	$68,448

ESSA Assistance Status: Targeted Support and Improvement (TSI)

January 30, 2026

Vinland 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		5.3 %	2024-2025	**10 %**
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		18.9 %	2024-2025	**29 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		41 %	2025-2026	**51 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		40.6 %	2025-2026	**50.6 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		41 %	2025-2026	**51 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		54.5 %	2025-2026	**64.5 %**
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		28.8 %	2025-2026	**38.8 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		46.8 %	2025-2026	**56.8 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		43.7 %	2025-2026	**53.7 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		43.4 %	2025-2026	**53.4 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		52.2 %	2025-2026	**62.2 %**
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		16 %	2025-2026	**26 %**
Goal 1	SBAC ELA - Average distance from standard (ALL)	-55.6 pts	-80.4 pts	2024-2025	**-65.4 pts**
Goal 1	SBAC ELA - Average distance from standard (Hispanic)		-84.7 pts	2024-2025	**-69.7 pts**
Goal 1	SBAC ELA - Average distance from standard (Socioeconomically Disadvantaged)	-57.7 pts	-84.6 pts	2024-2025	**-69.6 pts**
Goal 1	SBAC ELA - Average distance from standard (Students w/ Disabilities)		-152.9 pts	2024-2025	**-137.9 pts**
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		18.6 %	2024-2025	**28.6 %**

Goal 1	SBAC Math - Average distance from standard (ALL)	-69.5 pts	-95.7 pts	2024-2025	**-80.7 pts** ↑
Goal 1	SBAC Math - Average distance from standard (Hispanic)		-99.4 pts	2024-2025	**-84.4 pts** ↑
Goal 1	SBAC Math - Average distance from standard (Socioeconomically Disadvantaged)		-99.8 pts	2024-2025	**-84.8 pts** ↑
Goal 1	SBAC Math - Average distance from standard (Students w/ Disabilities)		-164.3 pts	2024-2025	**-149.3 pts** ↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		16.1 %	2024-2025	**26.1 %** ↑
Goal 2	Chronic Absenteeism - (African American)		61.3 %	2024-2025	**51.3 %** ↓
Goal 2	Chronic Absenteeism - (Socioeconomically Disadvantaged)		40.6 %	2024-2025	**30.6 %** ↓
Goal 2	Chronic Absenteeism - (White)		41.3 %	2024-2025	**31.3 %** ↓
Goal 2	Chronic Absenteeism (ALL) Semester 1	36.4 %	25.5 %	2025-2026	**15.5 %** ↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	79.6 %	94 %	2025-2026	**95 %** ↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	62 %	90 %	2025-2026	**95 %** ↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		80 %	2025-2026	**85 %** ↑
Goal 2	Suspension Rate - (African American)		15.2 %	2024-2025	**10.2 %** ↓
Goal 2	Suspension Rate - (Hispanic)	5.37 %	8.1 %	2024-2025	**6.1 %** ↓
Goal 2	Suspension Rate - (Socioeconomically Disadvantaged)	7.07 %	9.5 %	2024-2025	**7.5 %** ↓
Goal 2	Suspension Rate - (Two or More Races)	10.57 %	12.8 %	2024-2025	**9.8 %** ↓
Goal 2	Suspension Rate - (White)	9.87 %	14 %	2024-2025	**11 %** ↓
Goal 2	Suspension Rate (ALL) Semester 1	6.67 %	3.3 %	2025-2026	**1.3 %** ↓

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: Based on current metrics across iReady progress monitoring, SBAC DFS/ Meets/Exceeds performance, and grade-specific FSAs, students are not on track to meet grade-level proficiency targets in ELA and Math for the 2025–26 school year. SWD in ELA -152.9 pts/ Math -164.3 pts, Hispanic ELA -84.7 pts/ Math -99.4 pts, SED in ELA -84.6 pts/ Math -99.8 pts are specific student groups performing below grade level in ELA/Math.

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

POP #2: Based on current chronic absenteeism metrics across all student groups, students are not on track to meet grade-level attendance expectations for the 2025–26 school year. Schoolwide chronic absenteeism for Semester 1 is 25.5%, which remains above the annual goal of 10%, and significant student group disparities persist. AA (61.3%), SED (40.6%), and WH students (41.3%) demonstrate disproportionately higher chronic absenteeism rates than the overall student body rates that exceed schoolwide averages and required targets, indicating that current Tier 1 attendance culture and Tier 2/3 intervention systems are not yet sufficiently effective in supporting consistent student attendance.

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

POP #3: Based on current suspension metrics, AA, WH, and TMR students experience disproportionately higher suspension rates than the overall student body (AA 15.2%, WH 14%, TMR 12.8% vs. All 3.3%). Disproportionality persists despite schoolwide improvements.

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

POP #4: Based on current EL metrics, English Learners are not yet on track to meet reclassification expectations. The percentage of students scoring Level 4 on the ELPAC (5.3%) and the percentage of students advancing at least one ELPI level (18.9%) remain below the progress needed for students to meet the full criteria for RFEP status.

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

POP #1:

- Early Foundational Skill Gaps (TK–2)
  Students enter upper grades with inconsistent mastery of early literacy and numeracy foundations, limiting their ability to access grade-level content.
- Inconsistent Tier 1 Instruction Across TK–6
  Variability in instructional minutes, rigor, use of learning intentions, success criteria, task/instruction alignment/assessment to standards results in uneven student performance across classrooms and grade levels.
- Limited Use of Progress-Monitoring Data to Drive Instruction
  Data is not consistently analyzed using common TK–6 data matrices aligned to grade-level standards, leading to missed opportunities to adjust instruction based on identified needs.

- Intervention Supports Not Fully Aligned to Tiered Need
  Tier 2–3 interventions are not consistently targeted to specific skill gaps using direct, explicit instruction; Tier 1 does not always include structured on-level practice for on-level learners or planned extension opportunities for advanced learners.

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

POP #2:

- Tier 1 attendance routines and expectations: Inconsistent implementation of unified Tier 1 attendance routines, expectations, and tiered responses across classrooms and grade levels has reduced students' sense of daily belonging and engagement.
- Attendance Data Response: Attendance data is not consistently reviewed through the student group equity lens in PLCs/ILT and the Tiered System of Supports, resulting in delayed or generalized responses rather than targeted supports for high-need groups.
- Staffing: Staffing transitions and inconsistent supervision/communication structures have reduced the school's capacity to conduct regular attendance outreach, implement Success Plans, and conduct follow-ups.

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

Pop #3:

Supervision & Environment -Hotspots

- High-referral locations (play fields, blacktop, hallways, restrooms, lines) lack consistent, structured procedures, conflict-prevention routines, and game-rule responses, increasing avoidable peer conflicts. Duty maps, scanning patterns, and common scripts need to be standardized and coached.

Tier 1 Consistency & Clarity

- Core behavior expectations and recognition systems are not implemented consistently across classrooms and unstructured areas (recess, lunch, arrival/dismissal). Pre-correction, active supervision, and common language vary by adult/setting, creating uneven student experiences. Acknowledgement-to-correction ratios are lower in high-traffic "hotspots," limiting positive reinforcement.

Relationships, Belonging, and Cultural Responsiveness

- Students have uneven access to trusted adult connections (predictable check-ins, leadership roles, meaningful work opportunities, affinity-support spaces, conflict & relationship support). Culturally responsive and restorative practices are present but not consistent (affective language, proactive circles, student voice in repair).

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

Pop #4:

Inconsistent Integrated and Designated ELD implementation

- ELD-integrated and designated instruction is inconsistent across grade levels, resulting in variable opportunities for students to receive targeted language instruction aligned to ELPAC task types.

Insufficient use of formative language assessments

Formative ELD skills assessments are needed to inform instruction, monitor student progress toward ELPAC/ELPI growth, and inform targeted classroom instruction.

- Need for additional professional learning

Focused ELD professional learning is needed in the academic areas of scaffolded instruction, discourse routines, and explicit academic vocabulary development.

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:

1. Cause: Early Foundational Skill Gaps (TK–2): Students enter upper grades with inconsistent mastery of early literacy and numeracy foundations, limiting their ability to access grade-level content.

Needs:

- Strengthened foundational literacy and numeracy instruction in TK–2, including systematic phonics/phonemic awareness and number-sense routines aligned to CCS standards.
- Increased access to early intervention supports for students demonstrating below-level foundational skills (e.g., structured small-group instruction, targeted direct instruction of reading/math interventions identified with the common matrix).
- Professional learning for TK–2 teachers on early literacy frameworks, math conceptual development, and progress-monitoring of foundational skills using a common matrix and recording document.

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2. Cause: Inconsistent Tier 1 Instruction Across TK–6: Variability in instructional minutes, rigor, the use of learning intentions and success criteria, and the alignment of tasks/instruction/assessment to standards results in uneven student performance across classrooms and grade levels.

Needs:

- Schoolwide expectations and calibration for Tier 1 instruction focused on learning intentions, success criteria, task/instruction alignment, and assessment of learning.
- Ongoing professional learning and coaching cycles to improve consistency of standards-based instruction across TK–6.
- Schoolwide master schedule providing uninterrupted Core Math/ ELA/ ELD/ SEL Tier 1 instructional blocks.
- Training for teachers and support staff on consistent high-level Tier 1 ELA/ Math instructional strategies and techniques.
- The master schedule includes structured time for Tier 1 reteach of skills when data shows a gap in student outcomes.

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3. Cause: Limited Use of Progress-Monitoring Data to Drive Instruction: Data is not consistently analyzed using common TK–6 data matrices aligned to grade-level standards, leading to missed opportunities to adjust instruction based on identified needs.

Needs:

- Implementation of a unified, schoolwide data-analysis protocol using common grade-level data matrices aligned to CCS standards, with assessment of learning, and ongoing data entry of student outcomes.
- Regular TK–6 PLC+ structures for reviewing iReady, formative assessments (unified, schoolwide data-analysis protocol using common grade-level data matrices aligned to CCS standards, with assessment of learning, and ongoing data entry of student outcomes), and student work to inform instructional adjustments.
- Training for teachers and support staff on interpreting progress-monitoring data and using it to plan targeted direct instruction.

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4. Cause: Intervention Supports Not Fully Aligned to Tiered Need: Tier 2–3 interventions are not consistently targeted to specific skill gaps using direct, explicit instruction; Tier 1 does not always include structured on-level practice for on-level learners or planned extension opportunities for advanced learners.

Needs:

- A more coherent MTSS implementation plan for RTI outlining clear systems for identifying students for Tier 1, Tier 2, and Tier 3 supports.
- Evidence-based intervention strategies and direct-instruction resources that address specific skill gaps in math and ELA.
- Tier 1 structures that provide on-level practice opportunities for students who are meeting standards and planned extensions for students exceeding standards.
- Systematic progress monitoring for intervention groups, with adjustments based on student response to intervention.
- Intervention time (RTI) is built into the master schedule to ensure equitable access for EL, SWD, and SED students who show disproportionate need.

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:

1. Cause: Tier 1 Attendance Routines and Expectations: Inconsistent implementation of unified Tier 1 attendance routines, expectations, and tiered responses across classrooms and grade levels has reduced students' sense of daily belonging and engagement.

Needs:

- A consistent, schoolwide Tier 1 attendance system with clearly defined routines, expectations, and positive daily welcome practices that promote belonging and are implemented reliably across the school in all classrooms and grade levels.
- A strengthened Tier 1 schoolwide attendance system that includes consistent recognition, rewards, and ongoing education for students and families about the importance of attending school every day and arriving on time.

2. Cause: Attendance Data Response: Attendance data is not consistently reviewed through the student group equity lens in PLCs/ILT and TST, leading to delayed or generalized responses rather than targeted supports for high-need groups.

Needs:

- A predictable data cycle within PLCs/ILT and TST that includes a monthly review of student group attendance dashboards, early identification of students approaching 10%, and clearly articulated Tier 2/Tier 3 actions targeted to specific student groups.

3. Cause: Staffing: Staffing transitions, inconsistent monitoring, and communication structures have reduced the school's capacity to complete regular attendance outreach, Attendance Success Plans, and follow-ups.
Needs:

- Define and assign specific attendance roles for outreach, Success Plans, follow-up, and documentation.
- Implement a standardized protocol for communication and documentation so all staff follow the same process.
- Hire staff and Cross-train staff to ensure attendance supports continue seamlessly during staffing changes.

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:

Supervision & Environment – Hotspots

Needs:

- Standardized duty maps, supervision routines, and common scripts for all hotspot areas are supplied for all staff working directly with students.
- Structured play options and game rules to reduce conflicts during unstructured time.
- Brief, ongoing coaching and hotspot data reviews to adjust supervision and routines.

Tier 1 Consistency & Clarity

Needs:

- A unified Tier 1 behavior framework with consistent SEL instruction, expectations, language, and positive reinforcement across all settings.
- Reteach routines and fidelity checks to ensure expectations are taught and implemented consistently.
- Professional learning in pre-correction, active supervision, and acknowledgment systems aligned to schoolwide expectations.

Relationships, Belonging, and Cultural Responsiveness

Needs:

- A structured, trusted adult/check-in system and increased student leadership/belonging opportunities.
- Consistent use of restorative practices (affective statements, proactive circles, repair conversations).

- Culturally responsive supports that elevate student voice and strengthen relationship-based behavior interventions.

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 #4

Cause 1: Inconsistent Integrated and Designated ELD Implementation

Needs:

- Implement consistent, standards-aligned Designated and Integrated ELD routines with clear language objectives.
- Provide structured planning/coaching to increase alignment with ELPAC task types and language demands.
- Establish schoolwide expectations for protected ELD time and evidence-based instructional practices.

Cause 2: Insufficient Use of Formative Language Assessments

Needs:

- Adopt common formative language assessments aligned to ELPAC domains to monitor progress.
- Use assessment data regularly to plan targeted instruction, small groups, and scaffolds.
- Build teacher capacity to analyze language samples and ELPI growth indicators.

Cause 3: Need for Additional Professional Learning

Needs:

- Provide focused PL on scaffolded instruction, structured discourse, and academic vocabulary routines.
- Offer job-embedded coaching/modeling to support classroom implementation of ELD practices.
- Strengthen PLC collaboration around EL student work and language-focused lesson planning.

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.

ELA/ Literacy

Partially Implemented

The actions were **Partially Implemented** due to several contributing factors, including limited participation from TK–1 teachers in Lit Six CCI and Professional Learning, low teacher attendance in Orton-Gillingham training, the transition from computer-based to direct instruction within iReady, and reduced availability of professional development time.

Families have been encouraged to use ParentSquare, participate in parent groups (SSC, ELAC, DAC, LCAP, and other engagement opportunities), and work toward establishing a PTA. However, overall progress in increasing family engagement has remained limited.

Mathematics

Partially Implemented

The actions were **Partially Implemented** due to several contributing factors. These included schoolwide use of the Reflex/Frax math online programs in grades K–6, training for ILT and all teachers on the updated district Scope and Sequence documents (now Curriculum Guidance Documents), and substitute coverage for semester PLC planning days. Additional supports—such as class observation release time, supplemental tutoring contracts, and the supplemental virtual subscription—were offered but used minimally. Recognition materials were purchased to celebrate student achievement, and an Administrative Substitute was utilized to support staff and campus needs.

Student Centered/ Real World Learning

Partially Implemented

The actions were **Partially Implemented** due to several contributing factors. While Project-Based Learning was not a designated instructional focus for the site, a variety of alternative learning opportunities were successfully expanded to support student engagement.

The school provided author visits, study trips such as the Special Olympics and FUSD Goal 2 study trips, SEL instruction using Second Step, and class meetings in the majority of classrooms. Additionally, engagement practices increased through community dress-up days, themed rallies and contests, and welcoming community members to present to students (i.e, emergency vehicles, farm animals, community readers). Partnerships with Fresno State University further enriched student experiences by offering learning opportunities in physical education, agriculture/farming, author interactions, puppetry, and mentoring.

Clubs, Arts, Athletics, Activities and Events

Partially Implemented

The actions were **Partially Implemented** due to several contributing factors. While Project-Based Learning was not a designated instructional focus for the site, a broad range of alternative enrichment and engagement opportunities were successfully expanded to support student learning and connectedness. The school provided author visits, study trips such as the Special Olympics, SEL instruction using Second Step, and class meetings in the majority of classrooms. Engagement increased through community dress-up days, themed rallies and contests, and inviting community members to present to students. Partnerships with Fresno State University further enriched learning by offering experiences in physical education, agriculture/farming, puppetry, author interactions, and mentoring. Additional enrichment opportunities included Chess Club, Hmong Cultural Club, the ASP Hispanic Cultural Dance Group, an expanded physical education component, quarterly academic/ sports, and EL recognition events to celebrate multilingual learners' growth and achievement.

Student Engagement in School and Community

Partially Implemented

The actions were **Partially Implemented** due to several contributing factors. Through increased awareness of school-wide events via the weekly staff information bulletin and the weekly *Vinland News* for families. Implementation also includes quarterly 1st–6th-grade academic, sports, and behavioral achievement awards; professional learning for teachers focused on the clarity of school-wide systems; the addition of Tiered Attendance Response Teams actions; and regular TST meetings to address student behavioral needs. Most teachers provide weekly SEL instruction through Second Step and class meetings, contributing to improved outcomes on the Climate and Culture survey.

Attendance

Partially Implemented

The actions were **Partially Implemented** due to several contributing factors. Materials and supplies were provided to support initiatives led by teachers and support staff within the Attendance Response Teams, as well as by individual staff members, the Climate and Culture Team (CCT), the Tiered Support Team (TST), and the Instructional Learning Team (ILT). Staff strengthened connections with students, developed relationships with families, offered resources to support student and family needs, and implemented monthly student engagement activities.

Recruit & retain diverse staff reflecting community

Partially Implemented

The actions were only **Partially Implemented** due to several contributing factors. While initial staffing needs were addressed with successful hires over the summer, unexpected staff departures throughout the year created additional vacancies, requiring ongoing hiring efforts that impacted full implementation.

Family Engagement in Student Education

Partially Implemented

The actions were **Partially Implemented** due to several contributing factors. Materials and supplies were provided to strengthen parent involvement, including graphic resources to enhance parent communication and supplemental contracts for staff to support engagement during services, meetings, and school activities. Additionally, the site expanded opportunities for families to participate in student-centered events, including awards ceremonies, parades, before-school attendance initiatives, and themed engagement activities.

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.

ELA/ Literacy

Partially Effective

The actions were **Partially Effective**- While there was overall progress in iReady ELA D1 to D2 -percentage of students who met 40% or above typical growth (ALL) Actual 40.60%, SWD Distance from Standard increased to -152.9 points.

Mathematics

Partially Effective

The actions were **Partially Effective**- While there was overall progress in iReady Math D1 to D2 -percentage of students who met 40% or above typical growth (ALL) Actual 52.20%, SWD Distance from Standard increased to -164.3 points.

Student Centered/ Real World Learning

Partially Effective

The actions were **Partially Effective**- While there was overall progress in the Fall Climate & Culture student survey- percent favorable in the student health & wellness domain, Actual 80%, District goal is 85%.

Clubs, Arts, Athletics, Activities and Events

Partially Effective

The actions were **Partially Effective**- While there was overall progress in the Fall Climate & Culture student survey- percent favorable in the student health & wellness domain, Actual 80%, District goal is 85%.

Student Engagement in School and Community

Partially Effective

The actions were **Partially Effective**- While there was overall progress in the Fall Climate & Culture student survey- percent favorable in the student health & wellness domain, Actual 80%, District goal is 85%.

Attendance

Partially Effective

The actions were **Partially Effective**- While there was overall progress in Chronic Absenteeism (ALL), Semester 1 Actual 25.50%, Chronic Absenteeism (African American) Actual 61.3%

Recruit & retain diverse staff reflecting community

Partially Effective

The actions were **Partially Effective**- While there was overall progress in the Fall Climate & Culture staff survey - percent favorable in staff culture domain, Actual 90%, Above Current Target 62%- currently 6 open positions.

Family Engagement in Student Education

Partially Effective

The actions were **Partially Effective**- While there was overall progress in the Fall Climate & Culture family survey - percent favorable in the family engagement domain, Actual 94%, Above Current Target 79.6%

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.

ELA Tier 1 Instruction: The site will strengthen Tier 1 ELA instruction TK–6 by implementing schoolwide expectations for learning intentions, success criteria, and task/assessment alignment with grade-level Standards. Teachers will engage in ongoing professional learning and be offered coaching cycles to improve consistency of rigorous, standards-aligned instruction. The master schedule will ensure uninterrupted ELA Core and built-in time for reteach based on identified gaps in student learning.

ELA Foundational Skills (TK–2): The site will provide systematic, evidence-based foundational literacy instruction in TK–2, including phonemic awareness, phonics, fluency, vocabulary, and comprehension structures aligned to

Standards. Tier I/II structured on-level practice and extension opportunities will be provided to deepen students' early literacy skills. Tier III targeted, explicit intervention from the classroom teacher, paras, CT, and Teaching Fellows will be provided using direct-instruction routines aligned to early-literacy skill deficits.

Mathematics: The site will strengthen Tier 1 math instruction TK–6 by ensuring alignment to math standards and incorporating number-sense routines, conceptual development, and modeling strategies. Tier I/II structured on-level practice and extension tasks will be provided, while Tier III evidence-based intervention-targeted instruction will be provided to address specific skill gaps. The master schedule will include uninterrupted Core Math instruction and designated time for reteach based on student data.

RTI / Intervention Supports: The site will implement a coherent MTSS/RTI system that clearly identifies criteria for Tier 1, Tier 2, and Tier 3 supports using common schoolwide data matrices. Intervention groups will use evidence-based direct-instruction materials aligned to identified ELA skill gaps. RTI time will be built into the master schedule to ensure equitable access for all students, including EL, SWD, and SED students. For grades 3–6, Tier III intervention will be adjusted to meet the needs of disproportionately impacted student groups and those demonstrating the highest need.

Progress Monitoring & Data Use: The site will implement a unified, schoolwide progress-monitoring system using common TK–6 data matrices aligned to grade-level standards and record ongoing data on a common data-entry recording sheet. PLC+ teams will regularly analyze iReady, FIABs/ IABs/ FSAs, formative assessments, and student work to adjust instruction, plan targeted reteach, and determine appropriate intervention placement. Teachers and support staff will receive training on interpreting progress-monitoring data to guide direct instruction and evaluate students' responses to intervention.

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:

School Site Council (SSC)

Meeting Dates: 01/15/2026, 01/29/2026, 02/24/2026, 03/10/2026
Additional Input: Optional SPSA writing group (03/03/2026)

What we shared

• Updated metrics (i-Ready progress monitoring, SBAC DFS and Meets/Exceeds, foundational literacy and iReady in Math and ELA Diagnostic), attendance and behavior data, EL progress trends (ELPAC), and implementation status of 2025–26 SPSA actions.
• Draft Problems of Practice (POPs), cause analysis, and preliminary needs for 2026–27.
• 2026–27 budget and staffing considerations linked to identified needs.

What we heard (key takeaways)
• Appreciation for growth in schoolwide procedures and routines; interest in continuing that momentum.
• Desire for more engagement activities for students and families (celebrations, enrichment, literacy events).
• Interest in expanded community partnerships (e.g., Fresno State, local authors, organizations) to enrich instruction and engagement.

How we're responding
• Plan to expand family/student engagement calendar (quarterly academic celebrations, author talks, literacy events, enrichment clubs) with clear communication timelines.
• Formalize community partnership pipeline (e.g., Fresno State service learning mentors (tutoring/activities); local author residences; partnerships for CDC/STEM/arts).
• Sustain/improve Tier 1 routines and procedures by aligning recognition systems, attendance incentives, and consistent classroom expectations.
• Align 2026–27 budget to support engagement (materials, stipends, professional visits), partnership coordination, and recognition structures.

ELAC:

English Learner Advisory Committee (ELAC)

Meeting Dates: 09/17/2025, 11/13/2025

What we shared

- EL student performance and growth trends (ELPAC domains, RFEP progress, grade-level data), integrated/designated ELD implementation updates, and access to interventions/tutoring.
- Draft EL-focused needs and proposed actions for 2026–27.

What we heard (key takeaways)

- Families want **increased focus on ELD standards** instruction (both integrated and designated) and clarity on what that looks like at home and school.
- Strong interest in **targeted intervention** aligned to EL needs (Assessment progress monitoring, master schedules, language development, vocabulary, reading, foundational skills).
- Desire for **more accessible, welcoming engagement opportunities** for EL families (language support, culturally responsive events).

How we're responding

- Protect daily **Designated ELD blocks** and strengthen **Integrated ELD** through master schedules, professional learning, coaching, PLC+ planning tools, and classroom exemplars.
- Expand **EL-aligned instruction** with progress monitoring tied to ELPAC domains and literacy milestones.
- Increase **family engagement supports** (interpreters, bilingual materials/videos, how-to guides for home language support) and host **EL-focused events** (e.g., family information events, ELPAC info sessions).

Staff:

School Staff

Engagement Touchpoints:

- Staff Meetings: 01/13/2026, 02/03/2026, 03/03/2026
- Grade-Level Data Chats: 02/05/2026

What we shared

- 2025–26 student data (i-Ready, SBAC, Skills assessments), attendance/behavior patterns, and SPSA implementation progress.
- Draft POPs, cause analysis, and needs inventories; 2026–27 budget and staffing implications.

What we heard (key takeaways)

- Consensus to **strengthen Tier 1 instruction** using an aligned Master Schedule with protected Core time, learning intentions, Success Criteria, Alignment to CA state standards in ELA (foundational literacy, writing) and Math (problem solving, number sense) with aligned PLC+ supports.
- Need for **consistent Tiered systems** (attendance, behavior, intervention entry/exit, common assessment matrix with common ongoing progress monitoring, Excel data collection).
- Ongoing **ELD instruction implementation** (master schedule, modeling, professional learning).
- Interest in **sustained engagement and recognition structures** that build belonging and attendance.

How we're responding

- Tighten **Tier 1 instructional coherence**: common expectations (Learning intentions, Success criteria, tasks & assessments alignment to CA state standards), master schedule (protected Core times), Common Assessments with ongoing monitoring, Excel data sheets, PLC+ data cycles, instructional coaching, and model lessons in literacy/math.
- Clarify **Tiered systems**: attendance, behavior expectations/acknowledgment system, and RTI/MTSS flow, with progress-monitoring cadence.

- Provide **ELD PD/coaching**, Master schedule with protected ELD time, curriculum supports, and learning.
- Calendar **engagement/recognition** goal setting and events; align incentives with attendance, behavior, and academic growth.

Action

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

English Language Arts Instructional Plan TK-6

Action Details

College & Career Readiness

Vinland Elementary will strengthen Tier I Core ELA instruction by implementing schoolwide expectations for Teacher Clarity, including student-centered learning intentions, success criteria, and task/assessment alignment with grade-level Common Core Standards. Teachers will engage in ongoing professional learning focused on deconstructing standards, developing learning progressions, and applying advanced teacher clarity practices. Instructional coaching cycles will be available to support consistent implementation of rigorous, standards-aligned instruction. The master schedule will safeguard uninterrupted ELA Core Tier I instructional blocks and provide dedicated time for targeted reteach informed by exit tickets, CFAs, and ongoing formative data.

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):

Master schedule with blocked protected CORE Tier I instruction blocks. PLC commitment to providing a standards-based CFA to evaluate students' mastery of literacy skills, ongoing assessment outcome entry on common Excel documents, practice reflection, and refinement within the PLC cycle of continuous improvement.

Tier I: Core Instruction (Universal Supports)

- TK–2 Foundational Literacy: Explicit phonological awareness, phonics, decoding, sight words, fluency, vocabulary, and comprehension.
- Grades K-6 CA Standards-aligned lessons and tasks with clear learning intentions, success criteria, student goal setting, CFAs, and ongoing data input.
- Grades 3-6 will use SBAC release questions, assessments, and performance tasks to advance instructional practices in the classroom.
- Planned Tier I reteach instructional opportunities based on exit tickets and CFA results.
- Differentiation for access,on-level practice, and enrichment for students exceeding standards.
- ELA Materials and supplies to support the implementation of: Wonders ELA/ELD curriculum; decodables, fluency passages; Heggerty, OG, Literacy 6, and SEL curriculum of 2nd step, CHAMPS, Olweus, Class, and Morning meetings, and supplemental reading materials to support instruction.
- Tier I SEL: Weekly 2nd step SEL lessons, class/school-wide expectations, class meetings, anti-bully curriculum.
- Support staff (Para-educators, RCA, Teaching Fellows): Support instruction, routines, and foundational practice.
- K-6 academic goal setting and recognition through awards, praise, and activities.

Tier II: Targeted Supports (RTI)

- Student Identification, Grouping, and Instruction: MTSS identification using CFAs and PLC data during the protected Literacy RTI block to form targeted, skill-based groups, updated every 4-6 weeks, and provide evidence-based literacy interventions aligned to student needs.

Tier III: Intensive Supports

- Protected time for SPED intervention services outside of Core Tier I, ELD, and Specials, paired with a clear TST referral process for students with limited Tier II progress, and the use of Tier III materials and staff to provide targeted supports.

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.

Based on current EL metrics, English Learners are not yet on track to meet reclassification expectations. The percentages of students scoring Level 4 on the ELPAC (5.3%) and advancing at least one ELPI level (18.9%) remain below the progress needed for students to meet the full criteria for RFEP status.

A cohesive schoolwide approach to Integrated and Designated ELD is still developing. Variability across grade-level results indicates uneven access to targeted language instruction aligned with ELPAC task types. Staff would benefit from additional focused professional learning in designated and integrated instruction using the ELD standards framework. There is an opportunity to strengthen the use of formative ELD assessments to better inform instruction, monitor progress toward ELPAC/ELPI growth, and ensure targeted language support for all EL students.
Reclassified:
RFEP Reclassified are monitored through CFAs, iReady, and documented progress checks for years 1-4, with intervention provided as needed. EL reclassification students will participate in goal setting and receive recognition through awards, praise, and activities.
Daily Integrated ELD embedded in Tier 1 literacy instruction (explicit vocabulary, language objectives, sentence frames, structured academic talk, scaffolds for decoding/comprehension).
Designated ELD small-group instruction aligned to ELPAC/ELPI CFAs, iReady, and progress-monitoring spreadsheets.
Newcomer supports including visuals, routines, foundational vocabulary/phonics practice, and oral language development.
Long-term English learner (LTEL) supports such as morphology, structured writing frames, comprehension strategies, and academic language acceleration.

Student Groups

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

With Title I funds, we plan to support English Learners (EL) in an effort to address English Learner Progress by:

- Classified staff will receive supplemental contracts to provide targeted tutoring, and student attendance needs to be monitored.
- Purchase of Supplemental Materials, Supplies, and Programs to support targeted instructional practices.
- Purchase Supplemental of Books and resource materials to support Clubs.
- Supplemental graphics for visuals to support communication, engagment, and learning.
- Technology maintenance to support instruction.
- Technology materials and supplies to support instruction.
- Classified staff will receive supplemental contracts to provide parent support for meetings and events. (i.e, babysitting, interpretation)

With Title I funds, we plan to support Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), and Hispanic (HI) students in an effort to address English Language Arts by:

- Classified staff will receive supplemental contracts to provide targeted tutoring instruction to students
- Purchase of Supplemental Materials, Supplies, and Programs to support targeted instructional practices.
- Purchase Supplemental of Books and resource materials to support Clubs.
- Supplemental graphics for visuals to support communication, engagment, and learning.
- Technology maintenance to support instruction.
- Technology materials and supplies to support instruction.
- Classified staff will receive supplemental contracts to provide parent support for meetings and events. (i.e, babysitting, interpretation)

Not required to speak to this section for Prop 28.

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

With 7090 or 7091, we plan to support English Learners (EL) in an effort to address English Language Arts by:

- Supplemental teaching contracts to expand ILT /CCT memberships and actions that include diverse perspectives that strengthen instructional planning and schoolwide decision-making. who will meet regularly to review EL data, set progress goals, and identify targeted instructional routines to strengthen Integrated and Designated ELD.
- Supplemental contracts for certificated and classified staff to provide after-school tutoring and experiences for targeted needs.
- Provide substitute release time for teachers to administer assessments, conduct progress-monitoring cycles, and engage in collaborative data analysis.
- Provide professional learning opportunities, materials, and supplies aligned with the CA-ELD Standards and the current site-identified needs.
- Designated trained ELPAC assessors to ensure timely, accurate assessment and monitoring of English Learner progress.
- Offer substitutes for teachers and administrators to participate in structured data chats, goal-setting, and instructional planning cycles.
- Purchase of Supplemental Materials, Supplies, and Programs to support targeted instructional practices.
- Purchase of books and reference materials to support targeted instructional practices.
- Purchase of furniture for creating essential spaces for students.
- Purchase of a site cell phone to support staff with real-time communication, supervision, attendance, and family contact needs.
- Technology purchases to further communication efforts for safety, supervision, and emergency response (e.g., two-way radios).
- TK-6 academic goal setting and recognition through awards, praise, and activities.
- Maintenance funds to repair and ensure a safe, clean, and functional campus, including golfcard maintenance.
- Tech maintenance funds to repair technology to provide clear communication and instructional needs.
- Funding a Resource Counseling Assistant provides behavior support, builds school connections, and improves attendance.
- Certificated sub funding ELPAC/SBAC assessors that ensures required ELPAC/SBAC testing is completed accurately and on time.
- Professional Learning opportunities for staff: improvements in ELA, SEL, ELD, Math, intervention, and Early literacy practices. (i.e, travel, consultant, etc.)
- Provide food for parent/staff meetings and training to support participation, focus, and collaboration.

With 7090 or 7091, we plan to support Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), and Hispanic (HI) students in an effort to address English Language Arts by:

- Provide professional learning opportunities aligned with the CA Standards and the current site-identified needs.
- Provide substitute release time for teachers to administer assessments, conduct progress-monitoring cycles, and engage in collaborative data analysis for students.
- Offer sub-release to teachers and administrators to participate in structured data chats, goal-setting, and instructional planning cycles to provide targeted supports.
- Purchase of Supplemental Materials, Supplies, and Programs to support targeted instructional practices.

- Fund inclusion supports that allow SWD students to participate in general education SEL, class meetings, and schoolwide activities (e.g., staffing time, supervision, assistive supports).
- K-6 academic goal setting and recognition through awards, praise, and activities.
- Supplemental teaching contracts to expand ILT /CCT memberships and actions that include diverse perspectives that strengthen instructional planning and schoolwide decision-making. who will meet regularly to review EL data, set progress goals, and identify targeted instructional routines to strengthen Integrated and Designated ELD.
- Supplemental contracts for certificated and classified staff to provide after-school tutoring and experiences for targeted needs.
- Provide substitute release time for teachers to administer assessments, conduct progress-monitoring cycles, and engage in collaborative data analysis.
- Provide professional learning opportunities, materials, and supplies aligned with the CA-ELD Standards and the current site-identified needs.
- Designated trained ELPAC assessors to ensure timely, accurate assessment and monitoring of English Learner progress.
- Offer substitutes for teachers and administrators to participate in structured data chats, goal-setting, and instructional planning cycles.
- Purchase of Supplemental Materials, Supplies, and Programs to support targeted instructional practices.
- Purchase of books and reference materials to support targeted instructional practices.
- Purchase of furniture for creating essential spaces for students.
- Purchase of a site cell phone to support staff with real-time communication, supervision, attendance, and family contact needs.
- Technology purchases to further communication efforts for safety, supervision, and emergency response (e.g., two-way radios).
- TK-6 academic goal setting and recognition through awards, praise, and activities.
- Maintenance funds to repair and ensure a safe, clean, and functional campus.
- Tech maintenance funds to repair technology to provide clear communication and instructional needs.
- Funding a Resource Counseling Assistant provides behavior support, builds school connections, and improves attendance.
- Certificated sub funding ELPAC/SBAC assessors that ensures required ELPAC/SBAC testing is completed accurately and on time.
- Professional Learning opportunities for staff: improvements in ELA, SEL, ELD, Math, intervention, and Early literacy practices. (i.e, travel, consultant, etc.)
- Provide food for parent/staff meetings and training to support participation, focus, and collaboration.

Not required to speak to this section for Prop 28.

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

As a site, we plan to support English Learners (EL) in an effort to address *English Learner Progress by:*

- ELPAC goal setting with targeted students facilitated by Site-funded certificated tutor, teachers, Admin, and/or Instructional Coach.
- Provide professional learning opportunities, materials, and supplies based on CA-ELD Standards and current site-identified EL needs as measured by CFA, iReady (ELA), SBAC, and ELPAC results.
- Allocate Site-Funded Certificated tutor, paraprofessional, and/ or Teaching Fellow support to strengthen early literacy instruction and foundational skills interventions to support EL student progress.
- K-6 academic goal setting and recognition through awards, praise, and activities.

As a site, we plan to support Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), and Hispanic (HI) students in an effort to address English Language Arts by:

- Provide professional learning opportunities, materials, and supplies aligned with the CA-ELD Standards and the current site-identified needs of Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), and Hispanic (HI) students, as measured by CFA, iReady (ELA), and SBAC results.
- Provide ILT members with supplemental contracts for lead responsibilities. PLC teams led by my ILT members will continue to improve Tier I instructional supports and provide intervention through the MTSS process (Tier II) for identified Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), and Hispanic (HI) students.
- Allocate Site-Funded Certificated tutor, paraprofessional, and/ or Teaching Fellow support to strengthen early literacy instruction and foundational skills interventions to support Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), and Hispanic (HI) students' Literacy progress.
- Purchase of Supplemental Materials, Supplies, and Programs to support targeted instructional practices for SED, SWD, and HI students.

- Fund designated trained teacher-substitutes to assist in the timely, accurate assessment and monitoring of literacy progress of Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), and Hispanic (HI) students.
- K-6 academic goal setting and recognition through awards, praise, and activities.

Not required to speak to this section for Prop 28.

Family Engagement

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

Vinland Elementary will strengthen meaningful and inclusive family engagement to support the ELA Action through the following:

- Parent-Teacher Conferences, 504/Support Plan meetings, and IEP meetings will communicate students' strengths, goals, next steps, and specific home learning strategies to reinforce foundational skills.
- ParentSquare will serve as the primary two-way communication tool, ensuring families receive timely information about how and when to support classroom learning.
- Weekly ParentSquare newsletters will inform families of instructional priorities, student outcomes, upcoming events, and engagement opportunities.
- Families will be valued as critical partners in student achievement through shared communication, collaboration, and feedback via ParentSquare, Parent Portal, Parent University, parent education hours, SSC, ELAC, DELAC, and LCAP meetings.
- Interpretation and translation will be provided for all meetings, events, and ParentSquare communications to ensure equitable access for all families.
- Families will be involved in K-6 academic goal setting and student recognition through awards, praise, and activities.

Professional Learning

Describe Professional Learning related to this action.

Vinland Elementary will:

- Professional Learning will be provided on the school-wide focus area of Clarity and on the four components: *Organization* (Deconstruction of CA state standards into tasks, learning progression, and the science of learning), *Explanation* (Learning Intentions, Success Criteria, Alignment to CA State Standards, and the Purpose/Why), Examples (Concrete illustration to clarify concepts), and *Assessment* (Check for understanding, Ongoing recording of progress, and Assessment practices that ensure students meet CA State standard aligned learning goals).
- Provide Differentiated Professional Learning for Tier II intervention, including explicit small-group instruction in decoding multisyllabic words, fluency, vocabulary, and comprehension.
- Provide EL professional learning in integrated and designated EL instructional practices, scaffolded instruction, academic discourse routines, and explicit academic vocabulary development to support consistent, high-quality ELD across classrooms. Development in EL CFAs and ongoing assessment of skills to direct designated instruction, monitor integrated EL instructional outcomes, and identify interventions needed.

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.

We expect to see:

We will achieve these changes in knowledge and learning by:

- Routine Practice of Classroom walk-throughs using the site-agreed-upon look-fors of Clarity and differentiated PL learning targets, with admin/coach-provided feedback to staff. The Admin/Coach team will use tools to monitor progress: an Excel Tracking Tool and a Common Microsoft Walk Form with Look-Fors aligned with Professional Development learning and SPSA-agreed-upon actions. Written feedback will be provided to staff following classroom walks using a standard feedback outline.

Outcomes will be measured by:

- Routine Practice of Classroom walk-through data collection focused on site-agreed-upon look-fors for Clarity and PL school focus areas.
- Goal: 70% of classroom observations will show the implementation of all look-fors in the short term.

Outcomes monitored by:

- Principal, VP, Instructional Coach, and Teachers.

Strong Evidence:

- Teacher Clarity has an evidence-based practice effect size of 0.75, double the typical yearly student rate of learning. (Hattie; 2017)

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.

Shape these behaviors...

What you want to see:

The Change in Behavior / Performance by:

Outcomes measured by:

- Outcomes are measured by growth in iReady Diagnostic D1 to D2 in the area of Phonological Awareness, Phonics, and High Frequency Words for grades K-2, which will increase by 10% from the previous year.
- Outcomes are measured by growth in iReady Diagnostic D1 to D2 in the Vocabulary and Comprehension (L/IT) area for grades 3-6, which will increase by 10% from the previous year.
- Increase in grade level agreed upon CFA administration and ongoing data collection in grades TK-6.

Outcomes monitored by:

- Principal, VP, Instructional Coach, grade-level PLCs, and Teachers.

Strong Evidence:

- Teacher Clarity has an evidence-based practice effect size of 0.75, double the typical yearly student rate of learning. (Hattie; 2017)

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.

Change in Condition

What you hope to see:

And ultimately achieve these impacts:

- SBAC Results: decrease the Distance from Standards (DFS) in ELA from -80.4 to -65.4 (goal of a total of -15.0 points)

Outcomes measured by:

- Growth from Distance from Standard (DFS).

Outcomes monitored by:

- Principal, VP, and teachers.

Strong Evidence:

- Teacher Clarity has an evidence-based practice effect size of 0.75, double the typical yearly student rate of learning. (Hattie; 2017)

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

Early Literacy TK-2

Action Details

Early Literacy

Vinland Elementary will implement a systematic, MTSS-aligned Tiered Foundational Literacy Program in grades TK-2, ensuring evidence-based instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension aligned to the Common Core State Standards. Tier I core literacy instruction will provide on-level, standards-aligned teaching with structured opportunities for practice, application, and extension to deepen students' foundational reading skills. Tier II and Tier III supports for students in grades 1-2 will receive targeted, explicit intervention delivered by classroom teachers, paraprofessionals, a Certificated Tutor, and Teaching Fellows. These interventions will use direct-instruction routines aligned to students' specific literacy skill deficits as identified through Common Formative Assessments and ongoing progress-monitoring data. Professional Learning Communities (PLCs) will analyze agreed-upon CFAs, monitor student progress using common progress-monitoring spreadsheets, and determine which students require intervention or enrichment. PLC teams will also reflect on instructional practices, identify needed improvements in Tier I instruction and intervention delivery, and make instructional adjustments based on evidence of student learning.

Goal: The percentage of Vinland students who are proficient in literacy based on iReady ELA results will increase from 28.8% on D2 in December 2025 to 58.8% on D3 in June 2027.

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):

Master schedule with blocked protected CORE times for Tiered 1/2 & Tier 3 instruction supported by the MTSS intervention process. PLC commitment to providing a standards-based CFA to evaluate students' mastery of literacy skills, ongoing assessment outcome entry on common Excel documents, practice reflection, and refinement within the PLC cycle of continuous improvement.

Tier I: Core Instruction (Universal Supports)

- TK–2 Foundational Literacy: Explicit phonological awareness, phonics, decoding, sight words, fluency, vocabulary, and comprehension.
- Grades K-2 CA Standards-aligned lessons and tasks with clear learning intentions, success criteria, student goal setting, CFAs, and ongoing data input.
- Planned Tier I reteach instructional opportunities based on exit tickets and CFA results.
- Differentiation for access,on-level practice, and enrichment for students exceeding standards.
- ELA Materials and supplies to support the implementation of: Wonders ELA/ELD curriculum; decodables, fluency passages; Heggerty, OG, Literacy 6, and SEL curriculum of 2nd step, CHAMPS, Olweus, Class, and Morning meetings, and supplemental reading materials to support instruction.
- Tier I SEL: Weekly 2nd step SEL lessons, class/school-wide expectations, class meetings, anti-bully curriculum.
- Support staff (Para-educators, RCA, Teaching Fellows): Support instruction, routines, and foundational practice.

Tier II: Targeted Supports (RTI)

- Identification through the MTSS process using TKFSA/KFSA/Hoover assessment, Wonders Literacy Progress Monitoring Assessments, CFAs, iReady diagnostics, DIBELS, Aligned Excell ongoing entry sheets, and PLC data into RTI student groups.
- Protected Literacy RTI block in the master schedule.
- MTSS process identifies targeted small groups for skill-based instruction with flexible groups updated every 4–6 weeks.
- Evidence-based reading interventions- instructional practices using Wonders ELA/ELD curriculum; decodables, fluency passages; Heggerty, OG, Literacy 6, Reading Mastery, UFLI, and supplemental reading materials and supplies.
- SEL curriculum of 2nd Step, CHAMPS, Olweus, Class and Morning meetings, and supplemental reading materials and supplies to support SEL instruction.
- Tier II SEL/RTI: CICO, small-group SEL skill-building, restorative problem-solving/conferences.
- Support staff (DPI Tier II specialist, Certificated Tutor, Para-educators, RCA, Teaching Fellows): Support instruction, skills, routines, and foundational practice.

Tier III: Intensive Supports

- Protected time for SPED intervention service requirements outside of Core Tier I, ELD, and Specials instruction (i.e., Music) whenever possible.
- Referral process to the Targeted Support Team (TST) for students with limited Tier II response or significant gaps.TST reviews academic, attendance, behavior, and SEL data to determine intensive interventions.
- Tier III SEL materials, supplies, and instructional supports: Behavioral Support Plans aligned to behavioral needs, goals, counseling, and SEL coaching.
- Support staff (RCA, SEL staff, CSSW, School Psychologist, SPED Teachers, and SPED Para-educators): Support instruction, skills, routines, and foundational practice.

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.

Based on current EL metrics, English Learners are not yet on track to meet reclassification expectations. The percentage of students scoring Level 4 on the ELPAC (5.3%) and the percentage of students advancing at least one ELPI level (18.9%) remain below the progress needed for students to meet the full criteria for RFEP status.

A cohesive schoolwide approach to Integrated and Designated ELD is still developing. Variability across grade-level results indicates uneven access to targeted language instruction aligned with ELPAC task types. Staff would benefit from additional focused professional learning in designated and integrated instruction using the ELD standards framework. There is an opportunity to strengthen the use of formative ELD assessments to better inform instruction, monitor progress toward ELPAC/ELPI growth, and ensure targeted language support for all EL students.
Reclassified:
RFEP Reclassified are monitored through CFAs, iReady, and documented progress checks for years 1-4, with intervention provided as needed.
Daily Integrated ELD embedded in Tier 1 literacy instruction (explicit vocabulary, language objectives, sentence frames, structured academic talk, scaffolds for decoding/comprehension).
Designated ELD small-group instruction aligned to ELPAC/ELPI CFAs, iReady, and progress-monitoring spreadsheets.
Newcomer supports including visuals, routines, foundational vocabulary/phonics practice, and oral language development.
Long-term English learner (LTEL) supports such as morphology, structured writing frames, comprehension strategies, and academic language acceleration.

Student Groups

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

With Title I funds, we plan to support English Learners (EL) in an effort to address English Learner Progress by:

- Classified staff will receive supplemental contracts to provide targeted tutoring, and student attendance needs to be monitored.
- Purchase of Supplemental Materials, Supplies, and Programs to support targeted instructional practices.
- Purchase Supplemental of Books and resource materials to support Clubs.
- Supplemental graphics for visuals to support communication, engagement, and learning.
- Technology maintenance to support instruction.
- Technology materials and supplies to support instruction.
- Classified staff will receive supplemental contracts to provide parent support for meetings and events. (i.e, babysitting, interpretation)

With Title I funds, we plan to support Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), and Hispanic (HI) students in an effort to address English Language Arts by:

- Classified staff will receive supplemental contracts to provide targeted tutoring instruction to students
- Purchase of Supplemental Materials, Supplies, and Programs to support targeted instructional practices.
- Purchase Supplemental of Books and resource materials to support Clubs.
- Supplemental graphics for visuals to support communication, engagment, and learning.
- Technology maintenance to support instruction.
- Technology materials and supplies to support instruction.
- Classified staff will receive supplemental contracts to provide parent support for meetings and events. (i.e, babysitting, interpretation)

Not required to speak to this section for Prop 28.

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

With 7090 or 7091, we plan to support English Learners (EL) in an effort to address English Language Arts by:

- Supplemental teaching contracts to expand ILT /CCT memberships and actions that include diverse perspectives that strengthen instructional planning and schoolwide decision-making. who will meet regularly to review EL data, set progress goals, and identify targeted instructional routines to strengthen Integrated and Designated ELD.
- Supplemental contracts for certificated and classified staff to provide after-school tutoring and experiences for targeted needs.
- Provide substitute release time for teachers to administer assessments, conduct progress-monitoring cycles, and engage in collaborative data analysis.
- Provide professional learning opportunities, materials, and supplies aligned with the CA-ELD Standards and the current site-identified needs.
- Designated trained ELPAC assessors to ensure timely, accurate assessment and monitoring of English Learner progress.
- Offer substitutes for teachers and administrators to participate in structured data chats, goal-setting, and instructional planning cycles.
- Purchase of Supplemental Materials, Supplies, and Programs to support targeted instructional practices.
- Purchase of books and reference materials to support targeted instructional practices.
- Purchase of furniture for creating essential spaces for students.
- Purchase of a site cell phone to support staff with real-time communication, supervision, attendance, and family contact needs.
- Technology purchases to further communication efforts for safety, supervision, and emergency response (e.g., two-way radios).
- TK-6 academic goal setting and recognition through awards, praise, and activities.

- Maintenance funds to repair and ensure a safe, clean, and functional campus.
- Tech maintenance funds to repair technology to provide clear communication and instructional needs.
- Funding a Resource Counseling Assistant provides behavior support, builds school connections, and improves attendance.
- Certificated sub funding ELPAC/SBAC assessors that ensures required ELPAC/SBAC testing is completed accurately and on time.
- Professional Learning opportunities for staff: improvements in ELA, SEL, ELD, Math, intervention, and Early literacy practices. (i.e, travel, consultant, etc.)
- Provide food for parent/staff meetings and training to support participation, focus, and collaboration.

With 7090 or 7091, we plan to support Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), and Hispanic (HI) students in an effort to address English Language Arts by:

- Provide professional learning opportunities aligned with the CA Standards and the current site-identified needs.
- Provide substitute release time for teachers to administer assessments, conduct progress-monitoring cycles, and engage in collaborative data analysis for students.
- Offer sub-release to teachers and administrators to participate in structured data chats, goal-setting, and instructional planning cycles to provide targeted supports.
- Purchase of Supplemental Materials, Supplies, and Programs to support targeted instructional practices.
- Fund inclusion supports that allow SWD students to participate in general education SEL, class meetings, and schoolwide activities (e.g., staffing time, supervision, assistive supports).
- K-6 academic goal setting and recognition through awards, praise, and activities.
- Supplemental teaching contracts to expand ILT /CCT memberships and actions that include diverse perspectives that strengthen instructional planning and schoolwide decision-making. who will meet regularly to review EL data, set progress goals, and identify targeted instructional routines to strengthen Integrated and Designated ELD.
- Supplemental contracts for certificated and classified staff to provide after-school tutoring and experiences for targeted needs.
- Provide substitute release time for teachers to administer assessments, conduct progress-monitoring cycles, and engage in collaborative data analysis.
- Provide professional learning opportunities, materials, and supplies aligned with the CA-ELD Standards and the current site-identified needs.
- Designated trained ELPAC assessors to ensure timely, accurate assessment and monitoring of English Learner progress.
- Offer substitutes for teachers and administrators to participate in structured data chats, goal-setting, and instructional planning cycles.
- Purchase of Supplemental Materials, Supplies, and Programs to support targeted instructional practices.
- Purchase of books and reference materials to support targeted instructional practices.
- Purchase of furniture for creating essential spaces for students.
- Purchase of a site cell phone to support staff with real-time communication, supervision, attendance, and family contact needs.
- Technology purchases to further communication efforts for safety, supervision, and emergency response (e.g., two-way radios).
- TK-6 academic goal setting and recognition through awards, praise, and activities.
- Maintenance funds to repair and ensure a safe, clean, and functional campus.
- Tech maintenance funds to repair technology to provide clear communication and instructional needs.
- Funding a Resource Counseling Assistant provides behavior support, builds school connections, and improves attendance.
- Certificated sub funding ELPAC/SBAC assessors that ensures required ELPAC/SBAC testing is completed accurately and on time.
- Professional Learning opportunities for staff: improvements in ELA, SEL, ELD, Math, intervention, and Early literacy practices. (i.e, travel, consultant, etc.)
- Provide food for parent/staff meetings and training to support participation, focus, and collaboration.

Not required to speak to this section for Prop 28.

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

As a site, we plan to support English Learners (EL) in an effort to address English Learner Progress by:

- ELPAC goal setting with targeted students facilitated by Site-funded certificated tutor, teachers, Admin, and/or Instructional Coach.
- Provide professional learning opportunities, materials, and supplies based on CA-ELD Standards and current site-identified EL needs as measured by CFA, iReady (ELA), SBAC, and ELPAC results.
- Allocate Site-Funded Certificated tutor, paraprofessional, and/ or Teaching Fellow support to strengthen early literacy instruction and foundational skills interventions to support EL student progress.
- K-6 academic goal setting and recognition through awards, praise, and activities.

As a site, we plan to support Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), and Hispanic (HI) students in an effort to address English Language Arts by:

- Provide professional learning opportunities, materials, and supplies aligned with the CA-ELD Standards and the current site-identified needs of Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), and Hispanic (HI) students, as measured by CFA, iReady (ELA), and SBAC results.
- Provide ILT members with supplemental contracts for lead responsibilities. PLC teams led by my ILT members will continue to improve Tier I instructional supports and provide intervention through the MTSS process (Tier II) for identified Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), and Hispanic (HI) students.
- Allocate Site-Funded Certificated tutor, paraprofessional, and/ or Teaching Fellow support to strengthen early literacy instruction and foundational skills interventions to support Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), and Hispanic (HI) students' Literacy progress.
- Purchase of Supplemental Materials, Supplies, and Programs to support targeted instructional practices for SED, SWD, and HI students.
- Fund designated trained teacher-substitutes to assist in the timely, accurate assessment and monitoring of literacy progress of Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), and Hispanic (HI) students.
- K-6 academic goal setting and recognition through awards, praise, and activities.

Not required to speak to this section for Prop 28.

Family Engagement

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

Vinland Elementary will strengthen meaningful and inclusive family engagement to support the MTSS-aligned TK-2 Tiered Early Literacy Action through the following:

- Parent-Teacher Conferences, 504/Support Plan meetings, and IEP meetings will communicate student strengths, goals, next steps, and specific home-learning strategies to reinforce foundational skills.
- ParentSquare will serve as the primary two-way communication tool, ensuring families receive timely information about how and when to support classroom learning.
- Weekly ParentSquare newsletters will inform families of instructional priorities, student outcomes, upcoming events, and engagement opportunities.
- Families will be valued as critical partners in student achievement through shared communication, collaboration, and feedback via ParentSquare, Parent Portal, Parent University, parent education hours, SSC, ELAC, DELAC, and LCAP meetings.
- Interpretation and translation will be provided for all meetings, events, and ParentSquare communications to ensure equitable access for all families.

Professional Learning

Describe Professional Learning related to this action.

VInland Elementary will:

- Professional Learning will be provided on the school-wide focus area of Clarity and on the four components: *Organization* (Deconstruction of CA state standards into tasks, learning progression, and the science of learning), *Explanation* (Learning Intentions, Success Criteria, Alignment to CA State Standards, and the Purpose/Why), Examples (Concrete illustration to clarify concepts), and *Assessment* (Check for understanding, Ongoing recording of progress, and Assessment practices that ensure students meet CA State standard aligned learning goals).
- Provide Differentiated Professional Learning for TK-2 will focus on Tier I Core instruction in early literacy, including explicit, systematic instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension. Instructional practices will include direct instruction, immediate feedback, and consistent progress monitoring using grade-level common assessments.
- Provide EL professional learning in integrated and designated EL instructional practices, scaffolded instruction, academic discourse routines, and explicit academic vocabulary development to support consistent, high-quality ELD across classrooms. Development in EL CFAs and ongoing assessment of skills to direct designated instruction, monitor integrated EL instructional outcomes, and identify interventions needed.

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.

We expect to see:

We will achieve these changes in knowledge and learning by:

- Routine Practice of Classroom walk-throughs using the site-agreed-upon look-fors of Clarity and differentiated PL learning targets, with admin/coach-provided feedback to staff. The Admin/Coach team will use tools to monitor progress: an Excel Tracking Tool and a Common Microsoft Walk Form with Look-Fors aligned with Professional Development learning and SPSA-agreed-upon actions. Written feedback will be provided to staff following classroom walks using a standard feedback outline.

Outcomes will be measured by:

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.

Shape these behaviors...

What you want to see:

The Change in Behavior / Performance by:

Outcomes measured by:

- Outcomes are measured by growth in iReady Diagnostic D1 to D2 in the area of Phonological Awareness, Phonics, and High Frequency Words for grades K-2, which will increase by 10% from the previous year.
- Outcomes are measured by growth in iReady Diagnostic D1 to D2 in the Vocabulary and Comprehension (L/IT) area for grades 3-6, which will increase by 10% from the previous year.

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.

Change in Condition

What you hope to see:

And ultimately achieve these impacts:

- SBAC Results: decrease the Distance from Standards (DFS) in ELA from -80.4 to -65.4 (goal of a total of -15.0 points)

Outcomes measured by:

- Growth from Distance from Standard (DFS).

Outcomes monitored by:

- Principal, VP, and teachers.

Strong Evidence:

- Routine Practice of Classroom walk-through data collection focused on site-agreed-upon look-fors for Clarity and PL school focus areas.
- Goal: 70% of classroom observations will show the implementation of all look-fors in the short term.

Outcomes monitored by:

- Principal, VP, Instructional Coach, and Teachers.

Strong Evidence:

- Teacher Clarity has an evidence-based practice effect size of 0.75, double the typical yearly student rate of learning. (Hattie; 2017)

- Increase in grade level agreed upon CFA administration and ongoing data collection in grades TK-6.

Outcomes monitored by:

- Principal, VP, Instructional Coach, grade-level PLCs, and Teachers.

Strong Evidence:

- Teacher Clarity has an evidence-based practice effect size of 0.75, double the typical yearly student rate of learning. (Hattie; 2017)

- Teacher Clarity has an evidence-based practice effect size of 0.75, double the typical yearly student rate of learning. (Hattie; 2017)

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

Literacy Intervention 3-6

Action Details

Literacy Intervention

Vinland will implement a systematic, MTSS-aligned, evidence-based literacy intervention program in grades 3–6 to address gaps in foundational reading skills, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. Tier I core literacy instruction will provide on-grade-level CA State Standard-aligned teaching, practice, and extension opportunities to develop and deepen students' literacy proficiency. Tier II/III targeted intervention will be delivered by classroom teachers, paraprofessionals, the CT, and Teaching Fellows using explicit, direct-instruction routines aligned to students' identified literacy skill deficits, as determined through Grade-Level Common Formative Assessments and progress-monitoring data. Professional Learning Communities (PLCs) will routinely analyze agreed-upon Common Formative Assessments, monitor progress using shared Progress Monitoring Excel Sheets, identify students' mastery levels, and adjust instruction to provide appropriate intervention, enrichment, and improvements to Tiered instructional practices.

Goal: The percentage of Vinland students who are proficient in literacy based on iReady ELA results will increase from 28.8% on D2 in December 2025 to 58.8% on D3 in June 2027.

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):

Master schedule with blocked protected CORE times for Tiered I, II & Tier III instruction supported by the MTSS intervention process. PLC commitment to providing a standards-based CFA to evaluate students' mastery of literacy skills, ongoing assessment outcome entry on common Excel documents, practice reflection, and refinement within the PLC cycle of continuous improvement.

Tier I: Core Instruction (Universal Supports)

- Deliver CA Standards-aligned lessons (Grades 3–6) with clear learning intentions, success criteria, CFAs, goal-setting, and ongoing data input with Tier I reteach based on exit tickets and CFA results.
- Differentiate for access, on-level practice, and enrichment using FUSD ELA Wonders Curriculum, CGD, and supplemental materials.
- Deliver Tier I SEL through weekly lessons, class expectations, class meetings, and anti-bullying curriculum.
- Utilize para-educators, RCA, and Teaching Fellows to support instruction, routines, and foundational practice.

Tier II: Targeted Supports (RTI)

- Identification through the MTSS process using Hoover assessment, Wonders Literacy Progress Monitoring Assessments, CFAs, iReady diagnostics, Aligned Excell ongoing entry sheets, and PLC data into Targeted RTI student needs small groups for skill-based instruction with flexible groups updated every 4–6 weeks.
- Protected Literacy RTI block within the master schedule.
- Evidence-based reading interventions- instructional practices using Wonders ELA/ELD curriculum; decodables, fluency passages; Heggerty, OG, Literacy 6, Reading Mastery, UFLI, and supplemental reading materials and supplies.
- SEL curriculum of 2nd Step, CHAMPS, Olweus, Class and Morning meetings, and supplemental reading materials and supplies to support SEL instruction.

- Tier II SEL/RTI: CICO, small-group SEL skill-building, restorative problem-solving/conferences.
- Support staff (DPI Tier II specialist, Certificated Tutor, Para-educators, RCA, Teaching Fellows): Support instruction, skills, routines, and foundational practice.

Tier III: Intensive Supports

- Protected time for SPED intervention service requirements outside of Core Tier I, ELD, and Specials instruction (i.e., Music) whenever possible.
- Referral process to the Targeted Support Team (TST) for students with limited Tier II response or significant gaps.TST reviews academic, attendance, behavior, and SEL data to determine intensive interventions.
- Tier III SEL materials, supplies, and instructional supports: Behavioral Support Plans aligned to behavioral needs, goals, counseling, and SEL coaching.
- Support staff (RCA, SEL staff, CSSW, School Psychologist, SPED Teachers, and SPED Para-educators): Support instruction, skills, routines, and foundational practice.

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.

Based on current EL metrics, English Learners are not yet on track to meet reclassification expectations. The percentage of students scoring Level 4 on the ELPAC (5.3%) and the percentage of students advancing at least one ELPI level (18.9%) remain below the progress needed for students to meet the full criteria for RFEP status.

A cohesive schoolwide approach to Integrated and Designated ELD is still developing. Variability across grade-level results indicates uneven access to targeted language instruction aligned with ELPAC task types. Staff would benefit from additional focused professional learning in designated and integrated instruction using the ELD standards framework. There is an opportunity to strengthen the use of formative ELD assessments to better inform instruction, monitor progress toward ELPAC/ELPI growth, and ensure targeted language support for all EL students.
Reclassified:
RFEP Reclassified are monitored through CFAs, iReady, and documented progress checks for years 1-4, with intervention provided as needed.
Daily Integrated ELD embedded in Tier 1 literacy instruction (explicit vocabulary, language objectives, sentence frames, structured academic talk, scaffolds for decoding/comprehension).
Designated ELD small-group instruction aligned to ELPAC/ELPI CFAs, iReady, and progress-monitoring spreadsheets.
Newcomer supports including visuals, routines, foundational vocabulary/phonics practice, and oral language development.
Long-term English learner (LTEL) supports such as morphology, structured writing frames, comprehension strategies, and academic language acceleration.

Student Groups

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

With Title I funds, we plan to support English Learners (EL) in an effort to address English Learner Progress by:

- Classified staff will receive supplemental contracts to provide targeted tutoring, and student attendance needs to be monitored.
- Purchase of Supplemental Materials, Supplies, and Programs to support targeted instructional practices.
- Purchase Supplemental of Books and resource materials to support Clubs.
- Supplemental graphics for visuals to support communication, engagement, and learning.
- Technology maintenance to support instruction.
- Technology materials and supplies to support instruction.

- Classified staff will receive supplemental contracts to provide parent support for meetings and events. (i.e, babysitting, interpretation)

With Title I funds, we plan to support Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), and Hispanic (HI) students in an effort to address English Language Arts by:

- Classified staff will receive supplemental contracts to provide targeted tutoring instruction to students
- Purchase of Supplemental Materials, Supplies, and Programs to support targeted instructional practices.
- Purchase Supplemental of Books and resource materials to support Clubs.
- Supplemental graphics for visuals to support communication, engagment, and learning.
- Technology maintenance to support instruction.
- Technology materials and supplies to support instruction.
- Classified staff will receive supplemental contracts to provide parent support for meetings and events. (i.e, babysitting, interpretation)

Not required to speak to this section for Prop 28.

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

With 7090 or 7091, we plan to support English Learners (EL) in an effort to address English Language Arts by:

- Supplemental teaching contracts to expand ILT /CCT memberships and actions that include diverse perspectives that strengthen instructional planning and schoolwide decision-making. who will meet regularly to review EL data, set progress goals, and identify targeted instructional routines to strengthen Integrated and Designated ELD.
- Supplemental contracts for certificated and classified staff to provide after-school tutoring and experiences for targeted needs.
- Provide substitute release time for teachers to administer assessments, conduct progress-monitoring cycles, and engage in collaborative data analysis.
- Provide professional learning opportunities, materials, and supplies aligned with the CA-ELD Standards and the current site-identified needs.
- Designated trained ELPAC assessors to ensure timely, accurate assessment and monitoring of English Learner progress.
- Offer substitutes for teachers and administrators to participate in structured data chats, goal-setting, and instructional planning cycles.
- Purchase of Supplemental Materials, Supplies, and Programs to support targeted instructional practices.
- Purchase of books and reference materials to support targeted instructional practices.
- Purchase of furniture for creating essential spaces for students.
- Purchase of a site cell phone to support staff with real-time communication, supervision, attendance, and family contact needs.
- Technology purchases to further communication efforts for safety, supervision, and emergency response (e.g., two-way radios).
- TK-6 academic goal setting and recognition through awards, praise, and activities.
- Maintenance funds to repair and ensure a safe, clean, and functional campus.
- Tech maintenance funds to repair technology to provide clear communication and instructional needs.
- Funding a Resource Counseling Assistant provides behavior support, builds school connections, and improves attendance.
- Certificated sub funding ELPAC/SBAC assessors that ensures required ELPAC/SBAC testing is completed accurately and on time.
- Professional Learning opportunities for staff: improvements in ELA, SEL, ELD, Math, intervention, and Early literacy practices. (i.e, travel, consultant, etc.)
- Provide food for parent/staff meetings and training to support participation, focus, and collaboration.

With 7090 or 7091, we plan to support Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), and Hispanic (HI) students in an effort to address *English Language Arts* by:

- Provide professional learning opportunities aligned with the CA Standards and the current site-identified needs.
- Provide substitute release time for teachers to administer assessments, conduct progress-monitoring cycles, and engage in collaborative data analysis for students.
- Offer sub-release to teachers and administrators to participate in structured data chats, goal-setting, and instructional planning cycles to provide targeted supports.

- Purchase of Supplemental Materials, Supplies, and Programs to support targeted instructional practices.
- Fund inclusion supports that allow SWD students to participate in general education SEL, class meetings, and schoolwide activities (e.g., staffing time, supervision, assistive supports).
- K-6 academic goal setting and recognition through awards, praise, and activities.
- Supplemental teaching contracts to expand ILT /CCT memberships and actions that include diverse perspectives that strengthen instructional planning and schoolwide decision-making. who will meet regularly to review EL data, set progress goals, and identify targeted instructional routines to strengthen Integrated and Designated ELD.
- Supplemental contracts for certificated and classified staff to provide after-school tutoring and experiences for targeted needs.
- Provide substitute release time for teachers to administer assessments, conduct progress-monitoring cycles, and engage in collaborative data analysis.
- Provide professional learning opportunities, materials, and supplies aligned with the CA-ELD Standards and the current site-identified needs.
- Designated trained ELPAC assessors to ensure timely, accurate assessment and monitoring of English Learner progress.
- Offer substitutes for teachers and administrators to participate in structured data chats, goal-setting, and instructional planning cycles.
- Purchase of Supplemental Materials, Supplies, and Programs to support targeted instructional practices.
- Purchase of books and reference materials to support targeted instructional practices.
- Purchase of furniture for creating essential spaces for students.
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- TK-6 academic goal setting and recognition through awards, praise, and activities.
- Maintenance funds to repair and ensure a safe, clean, and functional campus.
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- Funding a Resource Counseling Assistant provides behavior support, builds school connections, and improves attendance.
- Certificated sub funding ELPAC/SBAC assessors that ensures required ELPAC/SBAC testing is completed accurately and on time.
- Professional Learning opportunities for staff: improvements in ELA, SEL, ELD, Math, intervention, and Early literacy practices. (i.e, travel, consultant, etc.)
- Provide food for parent/staff meetings and training to support participation, focus, and collaboration.

Not required to speak to this section for Prop 28.

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

As a site, what actions are planned to support this student group? Here you can respond to work done by teachers, PLCs, ILT, and other baseline-funded staff at your school site, or to other district supports that you do not fund out of the SPSA.

As a site, we plan to support English Learners (EL) in an effort to address *English Learner Progress by:*

- ELPAC goal setting with targeted students facilitated by Site-funded certificated tutor, teachers, Admin, and/or Instructional Coach.
- Provide professional learning opportunities, materials, and supplies based on CA-ELD Standards and current site-identified EL needs as measured by CFA, iReady (ELA), SBAC, and ELPAC results.
- Allocate Site-Funded Certificated tutor, paraprofessional, and/ or Teaching Fellow support to strengthen early literacy instruction and foundational skills interventions to support EL student progress.

As a site, we plan to support Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), and Hispanic (HI) students in an effort to address English Language Arts by:

- Provide professional learning opportunities, materials, and supplies aligned with the CA-ELD Standards and the current site-identified needs of Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), and Hispanic (HI) students, as measured by CFA, iReady (ELA), and SBAC results.

- Provide ILT members with supplemental contracts for lead responsibilities. PLC teams led by my ILT members will continue to improve Tier I instructional supports and provide intervention through the MTSS process (Tier II) for identified Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), and Hispanic (HI) students.
- Allocate Site-Funded Certificated tutor, paraprofessional, and/ or Teaching Fellow support to strengthen early literacy instruction and foundational skills interventions to support Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), and Hispanic (HI) students' Literacy progress.
- Purchase of Supplemental Materials, Supplies, and Programs to support targeted instructional practices for SED, SWD, and HI students.
- Fund designated trained teacher-substitutes to assist in the timely, accurate assessment and monitoring of literacy progress of Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), and Hispanic (HI) students.

Not required to speak to this section for Prop 28.

Family Engagement

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

Vinland Elementary will strengthen meaningful and inclusive family engagement to support the MTSS-aligned 3-6 Intervention Action through the following:

- Parent-Teacher Conferences, 504/Support Plan meetings, and IEP meetings will communicate students' strengths, goals, next steps, and specific home learning strategies to reinforce foundational skills.
- ParentSquare will serve as the primary two-way communication tool, ensuring families receive timely information about how and when to support classroom learning.
- Weekly ParentSquare newsletters will inform families of instructional priorities, student outcomes, upcoming events, and engagement opportunities.
- Families will be valued as critical partners in student achievement through shared communication, collaboration, and feedback via ParentSquare, Parent Portal, Parent University, parent education hours, SSC, ELAC, DELAC, and LCAP meetings.
- Interpretation and translation will be provided for all meetings, events, and ParentSquare communications to ensure equitable access for all families.

Professional Learning

Describe Professional Learning related to this action.

Vinland Elementary will:

- Professional Learning will be provided on the school-wide focus area of Clarity and on the four components: *Organization* (Deconstruction of CA state standards into tasks, learning progression, and the science of learning), *Explanation* (Learning Intentions, Success Criteria, Alignment to CA State Standards, and the Purpose/Why), Examples (Concrete illustration to clarify concepts), and *Assessment* (Check for understanding, Ongoing recording of progress, and Assessment practices that ensure students meet CA State standard aligned learning goals).
- Provide Differentiated Professional Learning for 3-6 that focuses on Tier II intervention, including explicit small-group instruction in decoding multisyllabic words, fluency, vocabulary, and comprehension.

- Provide EL professional learning in integrated and designated EL instructional practices, scaffolded instruction, academic discourse routines, and explicit academic vocabulary development to support consistent, high-quality ELD across classrooms. Development in EL CFAs and ongoing assessment of skills to direct designated instruction, monitor integrated EL instructional outcomes, and identify interventions needed.

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.

We expect to see:

We will achieve these changes in knowledge and learning by:

- Routine Practice of Classroom walk-throughs using the site-agreed-upon look-fors of Clarity and differentiated PL learning targets, with admin/coach-provided feedback to staff. The Admin/Coach team will use tools to monitor progress: an Excel Tracking Tool and a Common Microsoft Walk Form with Look-Fors aligned with Professional Development learning and SPSA-agreed-upon actions. Written feedback will be provided to staff following classroom walks using a standard feedback outline.

Outcomes will be measured by:

- Routine Practice of Classroom walk-through data collection focused on site-agreed-upon look-fors for Clarity and PL school focus areas.
- Goal: 70% of classroom observations will show the implementation of all look-fors in the short term.

Outcomes monitored by:

- Principal, VP, Instructional Coach, and Teachers.

Strong Evidence:

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.

Shape these behaviors...

What you want to see:

The Change in Behavior / Performance by:

Outcomes measured by:

- Outcomes are measured by growth in iReady Diagnostic D1 to D2 in the area of Phonological Awareness, Phonics, and High Frequency Words for grades K-2, which will increase by 10% from the previous year.
- Outcomes are measured by growth in iReady Diagnostic D1 to D2 in the Vocabulary and Comprehension (L/IT) area for grades 3-6, which will increase by 10% from the previous year.
- Increase in grade level agreed upon CFA administration and ongoing data collection in grades TK-6.

Outcomes monitored by:

- Principal, VP, Instructional Coach, grade-level PLCs, and Teachers.

Strong Evidence:

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.

Change in Condition

What you hope to see:

And ultimately achieve these impacts:

- SBAC Results: decrease the Distance from Standards (DFS) in ELA from -80.4 to -65.4 (goal of a total of -15.0 points)

Outcomes measured by:

- Growth from Distance from Standard (DFS).

Outcomes monitored by:

- Principal, VP, and teachers.

Strong Evidence:

- Teacher Clarity has an evidence-based practice effect size of 0.75, double the typical yearly student rate of learning. (Hattie; 2017)

- Teacher Clarity has an evidence-based practice effect size of 0.75, double the typical yearly student rate of learning. (Hattie; 2017)

- Teacher Clarity has an evidence-based practice effect size of 0.75, double the typical yearly student rate of learning. (Hattie; 2017)

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

Mathematics Instructional Plan TK-6

Action Details

College & Career Readiness

Vinland Elementary will strengthen Tier I Core Math instruction by implementing schoolwide expectations for Teacher Clarity, including student-centered learning intentions, success criteria, and task/assessment alignment with grade-level Common Core Standards. Teachers will engage in ongoing professional learning focused on deconstructing standards, developing learning progressions, and applying advanced teacher clarity practices. Instructional coaching cycles will be available to support consistent implementation of rigorous, standards-aligned instruction. The master schedule will safeguard uninterrupted Math Core Tier I instructional blocks and provide dedicated time for targeted reteach informed by exit tickets, CFAs, and ongoing formative data.

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):

Master schedule with blocked protected CORE Tier I Math instructional blocks. PLC commitment to providing a standards-based CFA to evaluate students' mastery of math skills, ongoing assessment outcome entry on common Excel documents, practice reflection, and refinement within the PLC cycle of continuous improvement.

Tier I: Core Instruction (Universal Supports)

- TK–2 Foundational Math skills: Direct instruction focusing on number sense (Counting, Subitizing, Cardinality, Comparison, Place Value), Operations & Algebraic Thinking (Addition/Subtraction & Equality), Geometric and Spatial thinking, Measurement and Data, and Problem-solving (Using real-world scenarios).
- Grades K-6 CA Standards-aligned lessons and tasks with clear learning intentions, success criteria, student goal setting, CFAs, and ongoing data input.
- Grades 3-6 will use the eight mathematical practices to emphasize deep conceptual understanding, problem-solving, reasoning, modeling, and communication, taking students beyond procedural skills.
- Grades 3-6 will use SBAC release questions, assessments, and performance tasks to advance instructional practices in the classroom.
- Planned Tier I reteach instructional opportunities based on exit tickets and CFA results.
- Differentiation for access,on-level practice, and enrichment for students exceeding standards.
- Math Materials and supplies to support the implementation of the Go Math curriculum; math manipulatives; and SEL curriculum, including 2nd Step, CHAMPS, Olweus, Class, and Morning Meetings, and supplemental math materials to support instruction.
- Tier I SEL: Weekly 2nd step SEL lessons, class/school-wide expectations, class meetings, anti-bully curriculum.
- Support staff (Para-educators, RCA, Teaching Fellows): Support instruction, routines, and foundational practice.
- K-6 academic goal setting and recognition through awards, praise, and activities.

Tier II: Targeted Supports (Fluency/RTI block)

- Student Identification, Grouping, and Instruction: MTSS identification using CFAs and PLC data during the protected Fluency/RTI block to form targeted, skill-based groups, updated every 4-6 weeks, and provide evidence-based math interventions and instruction aligned to student needs.

Tier III: Intensive Supports

- Protected time for SPED intervention services outside of Core Tier I, ELD, and Specials, paired with a clear TST referral process for students with limited Tier II progress, and the use of Tier III materials and staff to provide targeted supports.

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.

Based on current EL metrics, English Learners are not yet on track to meet reclassification expectations. The percentage of students scoring Level 4 on the ELPAC (5.3%) and the percentage of students advancing at least one ELPI level (18.9%) remain below the progress needed for students to meet the full criteria for RFEP status.

A cohesive schoolwide approach to Integrated and Designated ELD is still developing. Variability across grade-level results indicates uneven access to targeted language instruction aligned with ELPAC task types. Staff would benefit from additional focused professional learning in designated and integrated instruction using the ELD standards framework. There is an opportunity to strengthen the use of formative ELD assessments to better inform instruction, monitor progress toward ELPAC/ELPI growth, and ensure targeted language support for all EL students.
Reclassified:
RFEP Reclassified are monitored through CFAs, iReady, and documented progress checks for years 1-4, with intervention provided as needed. K-6 academic goal setting and recognition through awards, praise, and activities.
Daily Integrated ELD embedded in Tier 1 literacy instruction (explicit vocabulary, language objectives, sentence frames, structured academic talk, scaffolds for decoding/comprehension).
Designated ELD small-group instruction aligned to ELPAC/ELPI CFAs, iReady, and progress-monitoring spreadsheets.
Newcomer supports including visuals, routines, foundational vocabulary/phonics practice, and oral language development.
Long-term English learner (LTEL) supports such as morphology, structured writing frames, comprehension strategies, and academic language acceleration.

Student Groups

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

With Title I funds, we plan to support **Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), and Hispanic (HI)** in an effort to address **Mathematics** by:

- Classified staff will receive supplemental contracts to provide targeted tutoring, and student attendance needs to be monitored.
- Purchase of Supplemental Materials, Supplies, and Programs to support targeted instructional practices.
- Purchase Supplemental of Books and resource materials to support Clubs.
- Supplemental graphics for visuals to support communication, engagement, and learning.
- Technology maintenance to support instruction.
- Technology materials and supplies to support instruction.
- Classified staff will receive supplemental contracts to provide parent support for meetings and events. (i.e, babysitting, interpretation)

Not required to speak to this section for Prop 28.

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

With 7090 or 7091, we plan to support ***Socio-economically Disadvantaged (SED)and Students with Disabilities (SWD)*** in an effort to address ***Mathematics*** by***:***

- Supplemental teaching contracts to expand ILT /CCT memberships and actions that include diverse perspectives that strengthen instructional planning and schoolwide decision-making. who will meet regularly to review EL data, set progress goals, and identify targeted instructional routines to strengthen Instruction.
- Supplemental contracts for certificated and classified staff to provide after-school tutoring and experiences for targeted needs.
- Provide substitute release time for teachers to administer assessments, conduct progress-monitoring cycles, and engage in collaborative data analysis.
- Provide professional learning opportunities, materials, and supplies aligned with the CA Standards and the current site-identified needs.
- Offer substitutes for teachers and administrators to participate in structured data chats, goal-setting, and instructional planning cycles.
- Purchase of Supplemental Materials, Supplies, and Programs to support targeted instructional practices.
- Purchase of books and reference materials to support targeted instructional practices.
- Purchase of furniture for creating essential spaces for students.
- Purchase of a site cell phone to support staff with real-time communication, supervision, attendance, and family contact needs.
- Technology purchases to further communication efforts for safety, supervision, and emergency response (e.g., two-way radios).
- TK-6 academic goal setting and recognition through awards, praise, and activities.
- Maintenance funds to repair and ensure a safe, clean, and functional campus.
- Tech maintenance funds to repair technology to provide clear communication and instructional needs.
- Funding a Resource Counseling Assistant provides behavior support, builds school connections, and improves attendance.
- Certificated sub funding SBAC assessors that ensures required SBAC testing is completed accurately and on time.
- Professional Learning opportunities for staff: improvements in Math and intervention. (i.e, travel, consultant, etc.)
- Provide food for parent/staff meetings and training to support participation, focus, and collaboration.

Not required to speak to this section for Prop 28.

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

As a site, we plan to support ***Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), and Hispanic (HI)*** *in an effort to address* ***Mathematics*** *by:*

- Provide **professional learning opportunities, materials, and supplies** aligned with the CA-Mathematics Standards and the current site-identified needs of Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), and Hispanic (HI) students, as measured by CFA, iReady (Math), and SBAC results.
- Provide ILT members with **supplemental contracts** for lead responsibilities. PLC teams led by my ILT members will continue to improve Tier I instructional supports and provide intervention through the MTSS process (Tier II) for identified Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), and Hispanic (HI) students.
- Allocate **Site-Funded Certificated tutor, paraprofessional, and/ or Teaching Fellow support** to strengthen mathematics instruction and foundational math skills interventions to support Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), and Hispanic (HI) students' Mathematics progress.
- Purchase of **Supplemental Materials, Supplies, and Programs** to support targeted instructional practices for SED, SWD, and HI students.
- Fund designated trained **teacher-substitutes** to assist in the timely, accurate assessment and monitoring of Mathematics progress of Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), and Hispanic (HI) students.
- K-6 academic goal setting and recognition through awards, praise, and activities.

Not required to speak to this section for Prop 28.

Family Engagement

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

Vinland Elementary will strengthen meaningful and inclusive family engagement to support the Math Action through the following:

- **Parent-Teacher Conferences, 504/Support Plan meetings, and IEP meetings** will communicate student strengths, goals, next steps, and specific home-learning strategies to reinforce foundational Math skills.
- **ParentSquare** will serve as the primary two-way communication tool, ensuring families receive timely information about how and when to support classroom learning.
- **Weekly ParentSquare newsletters** will inform families of instructional priorities, student outcomes, upcoming events, and engagement opportunities.
- Families will be valued as **critical partners in student achievement** through shared communication, collaboration, and feedback via ParentSquare, Parent Portal, Parent University, parent education hours, SSC, ELAC, DELAC, and LCAP meetings.
- **Interpretation and translation** will be provided for all meetings, events, and ParentSquare communications to ensure equitable access for all families.
- Family involvement in K-6 academic goal setting and recognition through awards, praise, and activities.

Professional Learning

Describe Professional Learning related to this action.

Vinland Elementary will engage in the following professional learning opportunities:

- Engage teachers in ongoing professional learning to strengthen Tier I Core Math instruction through schoolwide implementation of Teacher Clarity practices, including student-centered learning intentions, success criteria, and alignment of tasks and assessments to grade-level Common Core Standards.
- Grades TK-2 teachers will receive targeted PL in math foundational skill progressions, number sense development, and early fluency routines
- Grades 3–6 teachers will engage in PL focused on integrating the Mathematical Practices into instruction, discourse structures, and problem-solving routines.
- Professional learning will focus on collaboratively deconstructing standards, developing learning progressions, and calibrating rigorous tasks using SBAC-aligned tools (IABs, FIABs, performance tasks, and student work). Aligned to the schoolwide focus on Teacher Clarity, PL will address the four clarity components: Organization (standards deconstruction and learning progressions), Explanation (clear learning intentions, success criteria, and alignment to standards), Examples (concrete models to clarify concepts), and Assessment (checks for understanding, progress monitoring, and assessment practices aligned to CA State Standards).
- Teachers will participate in data-driven sessions to analyze exit tickets, CFAs, and IAB/FIAB results to plan targeted Tier I reteach during protected instructional blocks.
- Instructional coaching cycles, peer walkthroughs, and lesson study opportunities will be provided to support consistent implementation of high-quality math instruction and deepen teacher expertise in clarity, rigor, and formative assessment practices.

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.

We expect to see:

We will achieve these changes in knowledge and learning by:

- **Routine Practice of Classroom walk-throughs** using the site-agreed-upon look-fors of **Clarity** and **differentiated PL learning targets,** with admin/coach-provided feedback to staff. The Admin/Coach team will use tools to monitor progress: an Excel Tracking Tool and a Common Microsoft Walk Form with Look-Fors aligned with Professional Development learning and SPSA-agreed-upon actions. Written feedback will be provided to staff following classroom walks using a standard feedback outline.

Outcomes will be measured by:

- **Routine Practice of Classroom walk-through data collection** focused on site-agreed-upon look-fors for Clarity and PL school focus areas.
- **Goal:** 70% of classroom observations will show the implementation of all look-fors in the short term.

Outcomes monitored by:

- Principal, VP, Instructional Coach, and Teachers.

Strong Evidence:

- Teacher Clarity has an evidence-based practice effect size of 0.75, double the typical yearly student rate of learning. (Hattie; 2017)

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.

Shape these behaviors...

What you want to see:

The Change in Behavior / Performance by:

Outcomes measured by:

- Outcomes are measured by growth in **iReady** Diagnostic D1 to D2, which will increase by 10% from the previous year.
- Increase in grade level agreed upon **CFA** administration and ongoing data collection in grades TK-6.

Outcomes monitored by:

- Principal, VP, Instructional Coach, grade-level PLCs, and Teachers.

Strong Evidence:

- Teacher Clarity has an evidence-based practice effect size of 0.75, double the typical yearly student rate of learning. (Hattie; 2017)

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.

Change in Condition

What you hope to see:

And ultimately achieve these impacts:

- **SBAC Results**: decrease the Distance from Standards (DFS) in Math from -95.7 to -80.7 (goal of a total of -15.0 points)

Outcomes measured by:

- Growth from Distance from Standard (DFS).

Outcomes monitored by:

- Principal, VP, and teachers.

Strong Evidence:

- Teacher Clarity has an evidence-based practice effect size of 0.75, double the typical yearly student rate of learning. (Hattie; 2017)

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0470 Vinland Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Teacher-Subs			G.1 A.1 IEP-$9,834 (17 days X 2 subs:34 subs) G.1 A.1- Planning-$16,560(1 per sem. 2X30(60 total))/ G.1 A.2 Data Chats-$4,416 (1 per sem., 4 days w/4subs-total 16)/ G.1 A.2-Coaching-$8,280 (30 days, 30 subs) G.1 A.1-SBAC Testing Support-$4,140 (15 days) Total 7090 subs- $42,780 (Base:$35,838/Bene: $6,942) **Budget lines for personnel include salaries and related benefits	42,780.00
G1A1	Sup & Conc	Instruction	Travel			: G.1 A.1 Travel for PL $200	200.00
G1A1	Sup & Conc	Instruction	Oth Equ Mnt			: G.1 A.1: Copier/Other Maintenance $500	500.00
G1A1	Sup & Conc	Instructional Supervision & Admi	Crt Supr-Sub			G.1. A.1 Admin. Subs 54 days Total: $13,000 (Base: $10,892/Bene: $2,108) **Budget lines for personnel include salaries and related benefits	13,000.00
G1A1	Sup & Conc	Ancillary Services	Cons Svc/Oth			Resort Life Ventures Inc. : G.1 A.1: Golf Cart Maintenance Vendor: Resort Life Ventures Inc. #32137 $1500	1,500.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			G.1 A.1 ELPAC extra support (5 days) Total: $1,381 (Base:$1,156/Bene: $225) **Budget lines for personnel include salaries and related benefits	1,381.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			G.1 A.1 Cert. Supp. $5,760 4 contracts 6wks, address EL Needs (Base: $4,696/Bene: $1,064) **Budget lines for personnel include salaries and related benefits	5,760.00
G1A1	LCFF: EL	Instruction	Ins Aide-Sup			G.1 A.1 Class Supp. to address EL needs $5,760 (6 weeks each, $17 per hr.) (Base:$4,431/Bene: $1,329) **Budget lines for personnel include salaries and related benefits	5,760.00
G1A1	LCFF: EL	Instruction	Mat & Supp			G.1 A.1: Mat/Supp to support instruction of ELs $4,240	4,240.00
G1A1	LCFF: EL	Instruction	Cons Svc/Oth			TBD : G.1 A.1 PL to improve ELD practices $1,500 (vendor TBD)	1,500.00
G1A2	Sup & Conc	Instruction	Bks & Ref			G.1 A.2 Other Books and Reference to support student learning $270	270.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			G.1 A.3 Cert. Tutoring $5,760 4 contracts, 6 Weeks, Math/ELA gaps (base: $4,696/Bene: $1,064) **Budget lines for personnel include salaries and related benefits	5,760.00

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0470 Vinland Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A3	Sup & Conc	Instruction	Direct-Maint			: G.1 A.3 Dist. Maintenance Tablets/Tech $3,000	3,000.00
G1A4	Title 1 Basic	Instruction	Mat & Supp			: G.2 A.1: Supplies to support content area literacy/math and parent involvement: hot/cold lamination: $2500/Poster Maker supplies: $2500 G.1 A.2 materials/supplies to support literacy/math instructional Activities: $4500 Total: $9,500 **No food or incentives**	9,500.00
G1A4	Title 1 Basic	Instruction	Nc-Equipment			: G.1 A.4: Technology to support instruction (laptops, document cameras, projectors, electronic whiteboards, etc.) $5000 G.1 A.4: supply to support the use of technology for instruction: Headsets: $2000	7,000.00
G1A4	Title 1 Basic	Instruction	Nc-Equipment			: G.1 A.4: Technology to support instruction (laptops, document cameras, projectors, electronic whiteboards, etc.) $5000. $3,750K in 3010, $1,250 in 7090	3,750.00
G1A4	Sup & Conc	Instruction	Nc-Equipment			G.1 A.4: Technology to support instruction (laptops, document cameras, projectors, electronic whiteboards, etc.) $5000. $3,750K in 3010, $1,250 in 7090.	1,250.00

$107,151.00

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

Social Emotional Learning

Action Details

Health & Wellness

Vinland Elementary will strengthen schoolwide SEL by providing consistent SEL instruction, engagement activities, and recognition systems that promote positive behavior, school connectedness, and peer-to-adult relationships. Students will participate in real-world, student-centered learning experiences—including clubs, arts, music, extracurricular activities, athletics, and community-vendor partnerships—to increase engagement and build prosocial behaviors. Teaching staff, support staff, and SEL staff will support a Tiered approach to Social-Emotional Learning and to responding to student needs. These efforts aim to improve SEL knowledge and skills, reduce negative behaviors and suspensions, and enhance students' sense of belonging.

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):

Vinland Elementary will provide direct instruction, targeted interventions, recognition systems, and engagement opportunities that strengthen SEL skills, increase positive behavior, and build school connectedness.

Actions include:

Tier I: SEL Instruction & Classroom Practices

- Weekly Second Step lessons to explicitly teach social-emotional skills.
- Daily class meetings and morning meetings to reinforce SEL competencies, build community, address PLC-identified SEL data trends, and support conflict resolution.
- Tier I CHAMPS expectations to reinforce class expectations.
- School-wide Guidelines for Success and Expectations with 3 key rules posted around campus, shared on PA announcements to reinforce expectations.
- Social skills instruction reinforced in Tier II/III small groups facilitated by the Tier II Specialist, RCA, CSSW, or support staff as determined by TST.
- Calming areas within classroom environments, as well as an alternate location of Hawks Nest, with school staff support.
- SEL curriculum, materials, and supplies are used to teach, reinforce, and address social-emotional Learning.
- Professional Learning is provided, and coaching is available to support social-emotional Learning.

Recognition & Positive Behavior Systems

- Quarterly Awards for TK-6th-grade students; SOAR Award; School Guidelines for Success, Academic, Effort, and Most Improved Awards.
- Semester Activity and Recognition during Blacktop assemblies and activities to celebrate positive behavior and SEL growth.
- Yearly SEL activities, such as school dress-up, contests, and community partnerships, are used to educate and raise awareness.

Expanded Learning & School Engagement

- Access to extracurricular activities, arts, music, dances, clubs, and athletic programs that promote peer connection and support positive behavior (supplemental contracts provided).
- Purchase of equipment and supplies needed for sports, arts, enrichment, and club activities to ensure equitable access for all students.

Tier II/III: Targeted SEL and Mental Health Supports

- SEL and behavioral support provided by School Psychologist, RCA, Tier II Specialist, All4Youth Counselor, Project ACCESS Counselor, CSSW, outside community counseling services, mentors, and Administration.
- Use of ATLAS, Power BI, DESSA, TST referrals, assessment data, and Care Solace referral data to progress-monitor SEL skill development, student needs, and intervention effectiveness.
- Site funded RCA to support attendance, behavioral supports, including students with suspension, to reduce suspension rates and increase student CCS results.

Data Teams & Monitoring

- Monthly TST meetings to review behavior, SEL, and engagement data; identify students needing Tier II/Tier III supports, referrals; and determine required materials, resources, and strategies for all student groups, including ELs, SWD, HI, AA, Foster/Unhoused Youth, and SED students by the TST of by School Psychologist, RCA, Tier II Specialist, All4Youth Counselor, Project ACCESS Counselor, CSSW, outside community counseling services, mentors, and Administration.
- Monthly CCT meetings to review behavior, SEL, and engagement data; identify school needs for Tier I supports, and determine required materials, resources, and strategies for all student groups, including ELs, SWD, HI, AA, Foster/Unhoused Youth, and SED students.

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.

Current EL progress indicators at Vinland show that additional support is needed to accelerate language growth and ensure students meet reclassification criteria. While many ELs are making gains, the percentages scoring Level 4 on ELPAC (5.3%) and advancing at least one ELPI level (18.9%) indicate an opportunity to strengthen language development systems to support more consistent progress toward RFEP status.

A cohesive schoolwide approach to SEL-integrated ELD needs to be integrated into SEL instruction. Providing even access to grade levels and classrooms to daily SEL routines and language supports that build communication, confidence, and emotional expression aligned with ELPAC task types. Staff will receive additional professional learning on integrating SEL competencies into Designated and Integrated ELD, using the ELD standards framework, to strengthen the use of SEL-aligned formative language assessments to inform instruction better, monitor progress toward ELPAC/ELPI growth, and ensure targeted emotional, linguistic, and social support for all EL students.

Reclassified RFEP Ongoing monitoring, goal-setting/recognition, and access to Tier I–II SEL supports to ensure continued success during Years 1–4 after reclassification.
Daily Integrated ELD /Designated ELD small-group instruction: Schoolwide SEL routines, explicit SEL vocabulary, positive behavior recognition, and Tier II small-group supports to strengthen belonging, communication, and self-regulation for all ELs.
Newcomer supports Clear visuals, routines, foundational SEL vocabulary, and oral-language-rich activities to reduce transition stress and build confidence and peer connectedness.
Long-term English learner (LTEL) supports Include Explicit academic SEL language, small-group self-advocacy/growth-mindset supports, structured discourse/writing frames, and leadership opportunities to boost engagement and academic identity.

Student Groups

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

With Title I funds, we plan to support Socio-economically Disadvantaged (SED), African American (AA), Hispanic (HI), White (WH), and Multiple Races (MR) in an effort to address the Suspension Rate by:

- Classified staff will receive supplemental contracts to provide targeted tutoring instruction to students
- Purchase of Supplemental Materials, Supplies, and Programs to support targeted instructional practices.
- Purchase Supplemental of Books and resource materials to support Clubs.
- Supplemental graphics for visuals to support communication, engagement, and learning.
- Technology maintenance to support instruction.
- Technology materials and supplies to support instruction.
- Classified staff will receive supplemental contracts to provide parent support for meetings and events. (i.e, babysitting, interpretation).

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

With 7090 or 7091, we plan to support Socio-economically Disadvantaged (SED), African Americans (AA), Hispanic (HI), White (WH), and Multiple Races (MR) in an effort to address the *Suspension Rate* by:

- Provide professional learning opportunities, materials, and supplies aligned with the practices of: Weekly Second Step lessons; daily class/morning meetings; Tier I CHAMPS; schoolwide Guidelines for Success; SEL instruction in Tier II/III groups; calming areas (classroom + Hawks Nest); SEL curriculum/materials; professional learning/coaching.
- Purchase of Supplemental Materials, Supplies, and Programs such as SEL curriculum, classroom SEL materials, calm-corner supplies, visual supports, professional development, coaching support, and instructional materials used to reinforce SEL competencies to support targeted instructional practices.
- Provide Quarterly TK–6 awards (SOAR, Academic, Effort, Most Improved); semester recognition assemblies; SEL-focused dress-up days, contests, and community engagement events, such as Award ceremony materials, certificates, tokens, banners, assembly supplies, and recognition materials that reinforce positive behavior and SEL skill development.
- Purchases of Extracurricular activities and supplies for arts, music, dances, clubs, athletics, and enrichment opportunities that strengthen SEL, peer connection, and positive behavior, such as: Equipment and supplies for sports, arts, music, clubs, and enrichment; supplemental contracts to operate student programs and engagement activities.
- Fund Tier II and Tier III SEL/behavioral support materials for School Psychologist, RCA, Tier II Specialist, CSSW, counseling services, Project ACCESS, mentors, and community agencies; use of data-monitoring tools (ATLAS, Power BI, DESSA, Care Solace), such as: Materials for small-group SEL sessions, counseling supports, intervention tools, and data-tracking systems needed to monitor SEL skill development and effectiveness.
- Purchase materials and supplies for monthly TST meetings focused on SEL, behavior, attendance, and student engagement to identify supports for Socio-economically Disadvantaged (SED), African American (AA), Hispanic (HI), White (WH), and Multiple Races (MR), such as: Meeting materials, data tools, progress-monitoring resources, and items required to implement interventions and strategies identified during TST.
- Site-funded RCA will provide attendance and behavioral supports, especially for students with suspensions or low attendance, to reduce suspension rates, improve overall attendance, and increase student CCS outcomes.
- Supplemental contracts for members of CCT that meet monthly to review behavior, SEL, and engagement data; identify school needs for Tier I supports, and determine required materials, resources, and strategies for all student groups, including ELs, SWD, HI, AA, Foster/Unhoused Youth, and SED students.
- Supplemental contracts for staff to support the organization and supervision of extracurricular activities and performances such as art, music, dance, clubs, awards, presentations, and arts enrichment opportunities that strengthen SEL education, peer connection, and positive behavior.

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

As a site, we plan to support Socio-economically Disadvantaged (SED), African Americans (AA), Hispanic (HI), White (WH), and Multiple Races (MR) in an effort to address the *Suspension Rate* by:

- Provide professional learning opportunities, materials, and supplies aligned with the practices of: Weekly Second Step lessons; daily class/morning meetings; Tier I CHAMPS; schoolwide Guidelines for Success; SEL instruction in Tier II/III groups; calming areas (classroom + Hawks Nest); SEL curriculum/materials; professional learning/coaching.
- Purchase of Supplemental Materials, Supplies, and Programs such as SEL curriculum, classroom SEL materials, calm-corner supplies, visual supports, professional development, coaching support, and instructional materials used to reinforce SEL competencies to support targeted instructional practices.
- Provide Quarterly TK–6 awards (SOAR, Academic, Effort, Most Improved); semester recognition assemblies; SEL-focused dress-up days, contests, and community engagement events, such as Award ceremony materials, certificates, tokens, banners, assembly supplies, and recognition materials that reinforce positive behavior and SEL skill development.
- Purchases of Extracurricular activities and supplies for arts, music, dances, clubs, athletics, and enrichment opportunities that strengthen SEL, peer connection, and positive behavior, such as: Equipment and supplies for sports, arts, music, clubs, and enrichment; supplemental contracts to operate student programs and engagement activities.
- Fund Tier II and Tier III SEL/behavioral support staff and materials for School Psychologist, RCA, Tier II Specialist, CSSW, counseling services, Project ACCESS, mentors, and community agencies; use of data-monitoring tools (ATLAS, Power BI, DESSA, Care Solace), such as: Materials for small-group SEL sessions, counseling supports, intervention tools, and data-tracking systems needed to monitor SEL skill development and effectiveness.
- Purchase materials and supplies for monthly TST meetings focused on SEL, behavior, attendance, and student engagement to identify supports for Socio-economically Disadvantaged (SED), African American (AA), Hispanic (HI), White (WH), and Multiple Races (MR), such as: Meeting materials, data tools, progress-monitoring resources, and items required to implement interventions and strategies identified during TST.
- Site-funded RCA and CSSW will provide attendance and behavioral supports, especially for students with suspensions or low attendance, to reduce suspension rates, improve overall attendance, and increase student CCS outcomes.
- Supplemental contracts for members of CCT that meet monthly to review behavior, SEL, and engagement data; identify school needs for Tier I supports, and determine required materials, resources, and strategies for all student groups, including ELs, SWD, HI, AA, Foster/Unhoused Youth, and SED students.
- Supplemental contracts for staff to support the organization and supervision of extracurricular activities and performances such as art, music, dance, clubs, awards, presentations, and arts enrichment opportunities that strengthen SEL education, peer connection, and positive behavior.

Family Engagement

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

Vinland Elementary will strengthen meaningful and inclusive family engagement to support the SEL Action through the following:

- Parent-Teacher Conferences, 504/Support Plan meetings, and IEP meetings will communicate students' strengths, goals, next steps, and specific home learning strategies to reinforce and build SEL skills.
- ParentSquare will serve as the primary two-way communication tool, ensuring families receive timely information about how and when to support classroom learning. Resources such as All4Youth, Project ACCESS, Care Solace, and community partners on supporting emotional well-being, stress management, and service information shared through the ParenSquare communication tool.
- Weekly ParentSquare newsletters will inform families of instructional priorities, student outcomes, upcoming events, and engagement opportunities.
- Families will be valued as critical partners in student achievement through shared communication, collaboration, and feedback via ParentSquare, Parent Portal, Parent University, parent education hours, SSC, ELAC, DELAC, and LCAP meetings. Meetings share SEL school support, where families learn about CHAMPS, schoolwide expectations, Hawks Nest supports, and how to partner to reinforce positive behavior.
- Family workshops on Second Step skills, self-regulation strategies, conflict-resolution routines, and how families can reinforce SEL at home.
- Interpretation and translation will be provided for all meetings, events, and ParentSquare communications to ensure equitable access for all families.
- Inviting Family involvement to quarterly K-6 academic goal setting, semester celebrations, and SEL recognition assemblies to build pride and connection as students' accomplishments are recognized through awards, praise, and activities.

Professional Learning

Describe Professional Learning related to this action.

Vinland Elementary will engage in the following professional learning opportunities:

- Engage teachers in ongoing professional learning to strengthen Tier I SEL instruction through the schoolwide implementation of the 2nd Step weekly lessons, class meetings, morning meetings, and the Olweus Anti-Bullying curriculum.
- Engage teachers in ongoing professional learning to strengthen Tier I Teacher Clarity practices, including student-centered learning intentions, success criteria, and alignment of tasks and assessments.
- CCT continues data reflection, and the aligned PL will be provided as part of a continuous improvement cycle.
- Teacher-grade-level PLCs will participate in data-driven sessions to analyze student behavioral trend results, and plan targeted Tiered reteach during protected instructional SEL blocks and set expectations using SEL programs such as CHAMPS within daily instructional activities.
- Instructional coaching cycles, peer walkthroughs, and lesson study opportunities will be provided to support consistent implementation of high-quality SEL instruction and deepen teacher expertise in SEL practices.
- Support SEL staff will participate in district PL to advance SEL skills.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Moderate 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 expect to see:

We will achieve these changes in knowledge and learning by:

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.

Shape these behaviors...

What you want to see:

The Change in Behavior / Performance by:

Outcomes measured by:

- Outcomes are measured by growth in the Fall 2026 Climate and Culture Student Survey Health and Wellness from 80% to 83%, a gain of 3 percentage points.

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.

Change in Condition

What you hope to see:

And ultimately achieve these impacts:

- Routine Practice of Classroom walk-throughs using the site-agreed-upon look-fors using the District SEL curriculum of 2nd step and classroom expectations (CHAMPS) with admin/coach-provided feedback to staff. The Admin/Coach team will use tools to monitor progress: an Excel Tracking Tool and a Common Microsoft Walk Form with Look-Fors aligned with Professional Development learning and SPSA-agreed-upon actions. Written feedback will be provided to staff following classroom walks using a standard feedback outline.
- DPI monitoring of the 2nd-step lesson Use-Reports shared with CCT and teachers.

Outcomes will be measured by:

- Routine Practice of Classroom walk-through data collection focused on site-agreed-upon look-fors for Clarity and PL school focus areas.
- Goal: 70% of classroom observations will show the implementation of all look-fors in the short term.
- Monthly CCT meetings to analyse the use of 2nd step lessons and outcomes from Classroom Walk-throughs with the identified look fors of 2nd step and CHAMPS.

Outcomes monitored by:

- Principal, VP, Instructional Coach, CCT, and Teachers.

- Decrease the suspension rate in Semester 1 (ALL) from the current 3.3% to 2.5%.

Outcomes monitored by:

- Principal, VP, Instructional Coach, CCT, and Teachers.

- Outcomes measured by:
  - Outcomes are measured by growth in the Spring 2027 Climate and Culture Student Survey Health and Wellness from 80% to 85%, a gain of 5 percentage points.
  - Decrease the suspension rate in Semester 2 (ALL) from the current 3.3% to 2%.

Outcomes monitored by:

- Principal, VP, Instructional Coach, CCT, and Teachers.

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

Engagement and Experiences

Action Details

Health & Wellness

Vinland Elementary will strengthen student engagement and daily attendance by providing consistent SEL instruction, meaningful engagement activities, and recognition systems that promote positive behavior, school connectedness, and strong peer-to-adult relationships. Students will participate in monthly staff- and community-led activities, as well as real-world learning experiences such as clubs, arts, music, athletics, and community-vendor programs to build prosocial skills and increase engagement. Classrooms will hold daily SEL connectivity activities/lessons through morning and class meetings to support SEL, goal-setting, and a positive start to the day. Teaching, support staff, and SEL staff will collaborate to provide tiered SEL supports and timely responses to students' behavioral and attendance needs. At the same time, the Climate & Culture Team (CCT) implements targeted interventions to ensure all students feel safe, welcome, and connected. Students will be recognized for achievements in attendance, academics, SEL, and character to reinforce positive behaviors, reduce negative behaviors and suspensions, and strengthen their sense of belonging and motivation to attend school on time and consistently.

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):

Vinland Elementary will provide direct instruction, targeted interventions, recognition systems, and engagement opportunities that strengthen SEL skills, increase positive behavior, and build school connectedness and motivation to attend school on time and consistently.

Actions include:

SEL Instruction & Classroom Practices

- Weekly Second Step lessons to explicitly teach social-emotional skills.
- Daily class meetings and morning meetings to reinforce SEL competencies, build community, address PLC-identified SEL data trends, and strengthen students' sense of belonging and motivation to attend school on time and consistently.
- Tier I CHAMPS expectations to reinforce class expectations.
- School-wide Guidelines for Success and Expectations with 3 key rules posted around campus, shared on PA announcements to reinforce expectations and celebrate student accomplishments.
- Social skills instruction reinforced in Tier II/III small groups facilitated by the Tier II Specialist, RCA, CSSW, or support staff as determined by TST.
- Calming areas within classroom environments, as well as an alternate location of Hawks Nest, with school staff support.
- SEL curriculum, materials, and supplies are used to teach, reinforce, and address social-emotional learning and to strengthen students' sense of belonging and motivation to attend school on time and consistently.
- Professional learning is provided, and coaching is available to support social-emotional learning and strengthen positive staff/student relationships.

Recognition & Positive Behavior Systems

- Quarterly Awards for TK-6th-grade students; SOAR Award; Attendance, School Guidelines for Success, Academic, Effort, and Most Improved Awards.
- Semester Activity and Recognition during Blacktop assemblies and activities to celebrate positive behavior, growth in attendance, and SEL growth.
- Yearly SEL activities, such as school dress-up, contests, and community partnerships, are used to educate and raise awareness about the importance of attending school each day.

Expanded Learning & School Engagement

- Access to extracurricular activities, arts, music, dances, clubs, and athletic programs that promote peer connection and support positive behavior (supplemental contracts provided).
- Purchase of equipment and supplies needed for sports, arts, enrichment, and club activities to ensure equitable access for all students.

Targeted SEL and Mental Health Supports

- SEL and behavioral support provided by School Psychologist, RCA, Tier II Specialist, All4Youth Counselor, Project ACCESS Counselor, CSSW, outside community counseling services, mentors, and Administration.
- Use of ATLAS, Power BI, DESSA, TST referrals, assessment data, and Care Solace referral data to progress-monitor SEL skill development, student needs, and intervention effectiveness.
- Site funded RCA to support attendance, behavioral supports, including students with suspension, to reduce suspension rates and increase student CCS results.

Data Teams & Monitoring

- Monthly TST meetings to review behavior, SEL, and engagement data; identify students needing Tier II/Tier III supports, referrals; and determine required materials, resources, and strategies for all student groups, including ELs, SWD, HI, AA, Foster/Unhoused Youth, and SED students by the TST of by School Psychologist, RCA, Tier II Specialist, All4Youth Counselor, Project ACCESS Counselor, CSSW, outside community counseling services, mentors, and Administration.
- Monthly CCT meetings to review behavior, SEL, and engagement data; identify school needs for Tier I supports, and determine required materials, resources, and strategies for all student groups, including ELs, SWD, HI, AA, Foster/Unhoused Youth, and SED students.

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.

Current EL progress indicators at Vinland show that additional support is needed to accelerate language growth and ensure students meet reclassification criteria. While many ELs are making gains, the percentages scoring Level 4 on ELPAC (5.3%) and advancing at least one ELPI level (18.9%) indicate an opportunity to strengthen language development systems to support more consistent progress toward RFEP status.

A cohesive schoolwide approach to SEL-integrated ELD needs to be integrated into SEL instruction. Providing even access to grade levels and classrooms to daily SEL routines and language supports that build communication, confidence, and emotional expression aligned with ELPAC task types. Staff will receive additional professional learning on integrating SEL competencies into Designated and Integrated ELD, using the ELD standards framework, to strengthen the use of SEL-aligned formative language assessments to inform instruction better, monitor progress toward ELPAC/ELPI growth, and ensure targeted emotional, linguistic, and social support for all EL students.

Reclassified RFEP Ongoing monitoring, goal-setting/recognition, and access to Tier I–II SEL supports to ensure continued success during Years 1–4 after reclassification.
Daily Integrated ELD /Designated ELD small-group instruction: Schoolwide SEL routines, explicit SEL vocabulary, positive behavior recognition, and Tier II small-group supports to strengthen belonging, communication, and self-regulation for all ELs.
Newcomer supports Clear visuals, routines, foundational SEL vocabulary, and oral-language-rich activities to reduce transition stress and build confidence and peer connectedness.
Long-term English learner (LTEL) supports Include Explicit academic SEL language, small-group self-advocacy/growth-mindset supports, structured discourse/writing frames, and leadership opportunities to boost engagement, connectivity to school, and academic identity.

Student Groups

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

With Title I funds, we plan to support ***Socio-economically Disadvantaged (SED) African Americans (AA), and White (WH) students*** *in an effort to address the* ***Chronic Absenteeism by:***

- Purchase of Supplemental Materials, Supplies, and Programs such as SEL curriculum, classroom SEL materials, calm-corner supplies, visual supports, professional development, coaching support, and instructional materials used to reinforce SEL competencies to support targeted instructional practices.
- Classified staff will receive **supplemental contracts** to provide targeted tutoring instruction to students
- **Purchase of Supplemental Materials, Supplies, and Programs** to support targeted instructional practices.
- Purchase Supplemental of Books and resource materials to support Clubs.
- Supplemental graphics for visuals to support communication, engagement, and learning.
- Technology maintenance to support instruction.
- Technology materials and supplies to support instruction.
- Classified staff will receive **supplemental contracts** to provide parent support for meetings and events. (i.e, babysitting, interpretation)

Not required to speak to this section for Prop 28.

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

With 7090 or 7091, we plan to support ***Socio-economically Disadvantaged (SED) African Americans (AA), and White (WH)*** *in an effort to address the* ***Chronic Absenteeism by:***

- Supplemental contracts for certificated and classified staff to provide after-school tutoring and experiences for targeted needs.
- Offer **substitutes for teachers and administrators** to participate in structured data chats, goal-setting, and instructional planning cycles.
- **Purchase of Supplemental Materials, Supplies, and Programs** to support targeted instructional practices.
- Purchase of books and reference materials to support targeted instructional practices.
- Purchase of furniture for creating essential spaces for students.
- Purchase of a site cell phone to support staff with real-time communication, supervision, attendance, and family contact needs.
- Technology purchases to further communication efforts for safety, supervision, and emergency response (e.g., two-way radios).
- TK-6 academic goal setting and recognition through awards, praise, and activities.
- Maintenance funds to repair and ensure a safe, clean, and functional campus.
- Tech maintenance funds to repair technology to provide clear communication and instructional needs.
- Provide food for parent/staff meetings and training to support participation, focus, and collaboration.
- Provide professional learning opportunities, materials, and supplies aligned with the practices of: Weekly Second Step lessons; daily class/morning meetings; Tier I CHAMPS; schoolwide Guidelines for Success; SEL instruction in Tier II/III groups; calming areas (classroom + Hawks Nest); SEL curriculum/materials; professional learning/coaching.
- Purchase of Supplemental Materials, Supplies, and Programs such as SEL curriculum, classroom SEL materials, calm-corner supplies, visual supports, professional development, coaching support, and instructional materials used to reinforce SEL competencies to support targeted instructional practices.
- Provide Quarterly TK–6 awards (SOAR, Attendance, Academic, Effort, Most Improved); semester recognition assemblies; SEL-focused dress-up days, contests, and community engagement events, such as Award ceremony materials, certificates, tokens, banners, assembly supplies, and recognition materials that reinforce positive behavior and SEL skill development.

- Purchases of Extracurricular activities and supplies for arts, music, dances, clubs, athletics, and enrichment opportunities that strengthen SEL, peer connection, and positive behavior, such as: Equipment and supplies for sports, arts, music, clubs, and enrichment; supplemental contracts to operate student programs and engagement activities.
- Fund Tier II and Tier III SEL/behavioral support staff and materials for School Psychologist, RCA, Tier II Specialist, CSSW, counseling services, Project ACCESS, mentors, and community agencies; use of data-monitoring tools (ATLAS, Power BI, DESSA, Care Solace), such as: Materials for small-group SEL sessions, counseling supports, intervention tools, and data-tracking systems needed to monitor SEL skill development and effectiveness.
- Purchase materials and supplies for monthly TST meetings focused on SEL, behavior, attendance, and student engagement to identify supports for including ***Socio-economically Disadvantaged (SED) African Americans (AA), and White (WH) students,*** such as: Meeting materials, data tools, progress-monitoring resources, and items required to implement interventions and strategies identified during TST.
- Site-funded RCA will provide attendance and behavioral supports, especially for students with suspensions or low attendance, to reduce suspension rates, improve overall attendance, and increase student CCS outcomes.
- Supplemental contracts for members of ILT/CCT that meet monthly to review behavior, SEL, and engagement data; identify school needs for Tier I supports, and determine required materials, resources, and strategies for all student groups, including ***Socio-economically Disadvantaged (SED) African Americans (AA), and White (WH) students.***
- Supplemental contracts for staff to support the organization and supervision of extracurricular activities and performances such as art, music, dance, clubs, awards, presentations, and arts enrichment opportunities that strengthen SEL education, peer connection, and positive behavior.
- Mileage will be funded for staff to conduct home visits that address attendance barriers, strengthen family partnerships, and improve daily attendance.

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

As a site, we plan to support ***Socio-economically Disadvantaged (SED) African Americans (AA), and White (WH)*** *in an effort to address the* ***Chronic Absenteeism by:***

- Provide professional learning opportunities, materials, and supplies aligned with the practices of: Weekly Second Step lessons; daily class/morning meetings; Tier I CHAMPS; schoolwide Guidelines for Success; SEL instruction in Tier II/III groups; calming areas (classroom + Hawks Nest); SEL curriculum/materials; professional learning/coaching.
- Purchase of Supplemental Materials, Supplies, and Programs such as SEL curriculum, classroom SEL materials, calm-corner supplies, visual supports, professional development, coaching support, and instructional materials used to reinforce SEL competencies to support targeted instructional practices.
- Provide Quarterly TK–6 awards (SOAR, Attendance, Academic, Effort, Most Improved); semester recognition assemblies; SEL-focused dress-up days, contests, and community engagement events, such as Award ceremony materials, certificates, tokens, banners, assembly supplies, and recognition materials that reinforce positive behavior and SEL skill development.
- Purchases of Extracurricular activities and supplies for arts, music, dances, clubs, athletics, and enrichment opportunities that strengthen SEL, peer connection, and positive behavior, such as: Equipment and supplies for sports, arts, music, clubs, and enrichment; supplemental contracts to operate student programs and engagement activities.
- Fund Tier II and Tier III SEL/behavioral support staff and materials for School Psychologist, RCA, Tier II Specialist, CSSW, counseling services, Project ACCESS, mentors, and community agencies; use of data-monitoring tools (ATLAS, Power BI, DESSA, Care Solace), such as: Materials for small-group SEL sessions, counseling supports, intervention tools, and data-tracking systems needed to monitor SEL skill development and effectiveness.
- Purchase materials and supplies for monthly TST meetings focused on SEL, behavior, attendance, and student engagement to identify supports for including ***Socio-economically Disadvantaged (SED) African Americans (AA), and White (WH) students,*** such as: Meeting materials, data tools, progress-monitoring resources, and items required to implement interventions and strategies identified during TST.
- Site-funded RCA and CSSW will provide attendance and behavioral supports, especially for students with suspensions or low attendance, to reduce suspension rates, improve overall attendance, and increase student CCS outcomes.
- Supplemental contracts for members of CCT that meet monthly to review behavior, SEL, and engagement data; identify school needs for Tier I supports, and determine required materials, resources, and strategies for all student groups, including ***Socio-economically Disadvantaged (SED) African Americans (AA), and White (WH) students.***
- Supplemental contracts for staff to support the organization and supervision of extracurricular activities and performances such as art, music, dance, clubs, awards, presentations, and arts enrichment opportunities that strengthen SEL education, peer connection, and positive behavior.
- Mileage will be funded for staff to conduct home visits that address attendance barriers, strengthen family partnerships, and improve daily attendance.

Family Engagement

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

Vinland Elementary will strengthen meaningful and inclusive family engagement to support the SEL Action through the following:

- Parent-Teacher Conferences, 504/Support Plan meetings, and IEP meetings will communicate student strengths, goals, next steps, and specific home-learning strategies to reinforce being on time at school each day and to build connections and a sense of belonging between home and school.
- ParentSquare will serve as the primary two-way communication tool, ensuring families receive timely information about how and when to support classroom learning. Resources such as All4Youth, Project ACCESS, Care Solace, and community partners that support emotional well-being, stress management, the importance of being at school on time each day, and service information are shared through the ParenSquare communication tool.
- Weekly ParentSquare newsletters will inform families of instructional priorities, student outcomes, upcoming events, and engagement opportunities.
- Families will be valued as critical partners in student achievement through shared communication, collaboration, and feedback via ParentSquare, Parent Portal, Parent University, parent education hours, SSC, ELAC, DELAC, and LCAP meetings. Meetings share SEL school support, where families learn about CHAMPS, schoolwide expectations, Hawks Nest supports, and how to partner to reinforce positive attendance.
- Family workshops on Second Step skills, self-regulation strategies, conflict-resolution routines, and how families can reinforce SEL and strong attendance.
- Interpretation and translation will be provided for all meetings, events, and ParentSquare communications to ensure equitable access for all families.
- Inviting Family involvement to **quarterly K-6 academic goal setting, semester celebrations, SEL, and attendance recognition assemblies to build pride and connection as students' accomplishments are recognized through awards, praise, and activities.**

Professional Learning

Describe Professional Learning related to this action.

Vinland Elementary will engage in the following professional learning opportunities to strengthen attendance practices:

- Engage teachers in ongoing professional learning to strengthen Tier I SEL instruction through the schoolwide implementation of weekly 2nd Step, class meetings, morning meetings, and the Olweus Anti-Bullying curriculum to build strong relationships with students.
- Engage teachers in ongoing professional learning to strengthen Tier I Teacher Clarity practices, including student-centered learning intentions, success criteria, and alignment of tasks and assessments.
- CCT continues data reflection, and the aligned PL will be provided as part of a continuous improvement cycle.
- Teacher-grade-level PLCs will participate in data-driven sessions to analyze student behavioral and attendance trends, plan targeted Tiered reteach during protected instructional SEL blocks, and set expectations using SEL programs such as CHAMPS within daily instructional activities.
- Instructional coaching cycles, peer walkthroughs, and lesson study opportunities will be provided to support the consistent implementation of high-quality SEL and attendance practices, deepen teacher expertise in SEL, and build strong connections with students.
- Support SEL staff will participate in district PL to advance SEL skills.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Moderate 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 expect to see:

We will achieve these changes in knowledge and learning by:

- Routine Practice of Classroom walk-throughs using the site-agreed-upon look-fors using the District SEL curriculum of 2nd step and classroom expectations (CHAMPS) with admin/coach-provided feedback to staff. The Admin/Coach team will use tools to monitor progress: an Excel Tracking Tool and a Common Microsoft Walk Form with Look-Fors aligned with Professional Development learning and SPSA-agreed-upon actions. Written feedback will be provided to staff following classroom walks using a standard feedback outline.
- DPI monitoring of the 2nd-step lesson Use-Reports shared with CCT and teachers.

Outcomes will be measured by:

- Routine Practice of Classroom walk-through data collection focused on site-agreed-upon look-fors for Clarity and PL school focus areas.
- Goal: 70% of classroom observations will show the implementation of all look-fors in the short term.
- Monthly CCT meetings to analyse the use of 2nd step lessons and outcomes from Classroom Walk-throughs with the identified look fors of 2nd step and CHAMPS.

Outcomes monitored by:

- Principal, VP, Instructional Coach, CCT, 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.

Shape these behaviors...

What you want to see:

The Change in Behavior / Performance by:

Outcomes measured by:

- Outcomes are measured by growth in the Fall 2026 Climate and Culture Student Survey Health and Wellness from 80% to 83%, a gain of 3 percentage points.
- Decrease the chronic absenteeism rate in Semester 1 (ALL) from the current 25.5% to 20.5%.

Outcomes monitored by:

- Principal, VP, Instructional Coach, CCT, 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.

Change in Condition

What you hope to see:

And ultimately achieve these impacts:

- Outcomes measured by:
  - Outcomes are measured by growth in the Spring 2027 Climate and Culture Student Survey Health and Wellness from 80% to 85%, a gain of 5 percentage points.
  - Decrease the chronic absenteeism rate in Semester 2 (ALL) from the current 25.5% to 15.5%.

Outcomes monitored by:

- Principal, VP, Instructional Coach, CCT, and Teachers.

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

Prop 28 Arts

Action Details

Life Skills

Vinland Elementary will strengthen schoolwide arts education and experiences by enhancing music instruction and activities using a schoolwide master calendar to protect instructional blocks. Planned upgrades include stage/multipurpose room infrastructure, including curtains, walls, safe student risers, lighting, sound, and overall presentation space, as well as needed music equipment and instructional materials. Students will also participate in real-world, student-centered learning experiences (arts, music, and performances) to increase arts education, experiences, engagement, and build positive relationships.

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):

Vinland Elementary will expand and enhance high-quality arts instruction, particularly music, through targeted Prop 28 investments in arts instructional materials, performance infrastructure, and student engagement opportunities.

Arts Instruction & Learning Experiences

- Provide enriched music and arts instruction supported by upgraded stage infrastructure, including new curtains, safe student risers, improved lighting, sound, and presentation equipment that creates a professional and safe performance environment.
- A schoolwide master schedule will be used to ensure protected instructional blocks.
- Increase access to arts-based, student-centered learning experiences such as music classes, art activities, and performances.
- Purchase instruments, visual arts supplies, sheet music, costumes, microphones, and other instructional materials to ensure equitable participation in arts learning for all students.
- Offer opportunities for students to showcase their learning through concerts, exhibitions, and schoolwide events.
- Tier I CHAMPS expectations to reinforce class expectations.
- Professional Learning and coaching are available to support instructional practices and learning.

Expanded Arts Engagement

- Provide arts opportunities, including music ensembles, theater activities, and performance-based events, to deepen student engagement and creative expression.
- Use Prop 28 allocations to support supplemental staffing and enhance arts-related spaces and equipment.

Targeted Supports for Arts Participation

- Ensure all student groups: including ELs, SWD, HI, AA, Foster/Homeless Youth, and SED students- have equitable access to arts instruction, materials, and performance experiences.
- Use sitewide data (participation rates, interest surveys, teacher input, and performance feedback) to monitor access to arts programming and identify where additional supports or materials are needed.

Data Teams & Monitoring

- Monthly ILT and CCT meetings will review arts participation data, instructional needs, materials use, and program effectiveness to inform decisions on supports, equipment upgrades, and resource allocation.
- Quarterly Arts staff and Admin meetings will plan and review arts participation data, instructional needs, materials use, and program effectiveness to inform decisions on supports, equipment upgrades, and resource allocation.

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.

Current EL progress indicators at Vinland show that additional support is needed to accelerate language growth and ensure students meet reclassification criteria. While many ELs are making gains, the percentages scoring Level 4 on ELPAC (5.3%) and advancing at least one ELPI level (18.9%) indicate an opportunity to strengthen language development systems to support more consistent progress toward RFEP status.

Vinland will strengthen language development and accelerate EL progress by integrating arts-based music instruction. Staff will provide consistent language routines, expressive vocabulary, and oral-language opportunities aligned with ELPAC task types. Arts strategies-including music, rhythm, visual arts, and performance-based activities-will be used to build communication, confidence, and expressive language for ELs, Newcomers, LTELs, and RFEP students. Ongoing monitoring (ELPAC, ELPI, teacher feedback, participation data) will guide supports and ensure equitable access to arts-infused language learning.

Reclassified RFEP Ongoing monitoring, goal-setting/recognition, and access to Tier I–II supports to ensure continued success during Years 1-4 after reclassification.
Daily Integrated ELD /Designated ELD small-group instruction: Structured routines that integrate SEL language, arts-based vocabulary practice, and oral-language-rich activities.Use of music, rhythm, visuals, and performance tasks to build confidence, fluency, and expressive communication. Tier II small-group sessions reinforcing belonging, communication, and self-regulation for EL students. A school-wide master schedule will be used to ensure protected instructional blocks.
Newcomer supports Clear visuals, predictable routines, foundational SEL/arts vocabulary, and oral-language activities that reduce transition stress and strengthen peer connectedness. Use of drawing, music, gesture, and movement as low-risk avenues for communication.
Long-term English learner (LTEL) supports Opportunities for leadership through arts-based activities such as performances, showcases, and visual storytelling that boost engagement and academic identity.

Student Groups

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

No required to speak to this section for Prop 28

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

No required to speak to this section for Prop 28

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

No required to speak to this section for Prop 28

Family Engagement

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

Vinland Elementary will strengthen meaningful and inclusive family engagement to support the SEL Action through the following:

- Parent-Teacher Conferences, 504/Support Plan meetings, and IEP meetings will communicate student strengths, goals, next steps, and specific home-learning strategies to reinforce and build home-to-school connections.
- ParentSquare will serve as the primary two-way communication tool, ensuring families receive timely information about how and when to support classroom learning.
- Weekly ParentSquare newsletters will inform families of instructional priorities, student outcomes, upcoming events, and engagement opportunities.
- Families will be valued as critical partners in student achievement through shared communication, collaboration, and feedback via ParentSquare, Parent Portal, Parent University, parent education hours, SSC, ELAC, DELAC, and LCAP meetings. Meetings share SEL school support, where families learn about Arts education, Arts events, CHAMPS, schoolwide expectations, Hawks Nest supports, and how to partner to reinforce arts education.
- Interpretation and translation will be provided for all meetings, events, and ParentSquare communications to ensure equitable access for all families.

Professional Learning

Describe Professional Learning related to this action.

Vinland Elementary will engage in the following professional learning opportunities:

- Teachers will be offered professional learning to strengthen Tier I Arts instruction.
- Engage teachers in ongoing professional learning to strengthen Tier I Teacher Clarity practices, including student-centered learning intentions, success criteria, and alignment of tasks and assessments.
- CCT/ILT/PLCs continue data reflection, and an aligned PL will be provided as part of a continuous improvement cycle.
- Arts Teachers PLCs will participate in data-driven sessions to analyze student trend results, plan targeted reteach during protected instructional arts blocks, and set expectations using SEL programs such as CHAMPS within daily instructional activities.
- Instructional coaching cycles, peer walkthroughs, and lesson study opportunities will be provided to support consistent implementation of high-quality instruction and deepen teacher expertise.
- Support SEL staff will participate in district PL to advance SEL skills.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Moderate 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 expect to see:

We will achieve these changes in knowledge and learning by:

- Routine Practice of Classroom walk-throughs using the site-agreed-upon look-fors and master schedule using the Art standards and CHAMPs expectation look-fors with admin/coach-provided feedback to staff. The Admin/Coach team will use tools to monitor progress: an Excel Tracking Tool and a Common Microsoft Walk Form with Look-Fors, Art standards, CHAMPs, and SPSA-agreed-upon actions. Written feedback will be provided to staff following classroom walks using a standard feedback outline.

Outcomes will be measured by:

- Routine Practice of Classroom walk-through data collection focused on site-agreed-upon look-fors for Art standards and CHAMPs areas.
- Goal: 70% of classroom observations will show the implementation of all look-fors in the short term.

Outcomes monitored by:

- Principal, VP, Instructional Coach, CCT, 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.

Shape these behaviors...

What you want to see:

The Change in Behavior / Performance by:

Outcomes measured by:

- Outcomes are measured by growth in the Fall 2026 Climate and Culture Student Survey Health and Wellness from 80% to 83%, a gain of 3 percentage points.
- Decrease the chronic absenteeism rate in Semester 1 (ALL) from the current 25.5% to 20.5%.

Outcomes monitored by:

- Principal, VP, Instructional Coach, CCT, 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.

Shape these behaviors...

What you want to see:

The Change in Behavior / Performance by:

Outcomes measured by:

- Outcomes are measured by growth in the Spring 2027 Climate and Culture Student Survey Health and Wellness from 80% to 85%, a gain of 5 percentage points.
- Decrease the chronic absenteeism rate in Semester 2 (ALL) from the current 25.5% to 15.5%.

Outcomes monitored by:

- Principal, VP, Instructional Coach, CCT, and Teachers.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0470 Vinland 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	Instruction	Mat & Supp			: G.2 A.1: supplemental club supplies to support Attend. /suspension to strengthen engagement $4,948 **No Food or Incentives**	4,948.00
G2A1	Sup & Conc	Instruction	Nc-Equipment			: G.2 A.1: Two-way radios to improve staff communication for supervision/emergency response/efficient coordination across campus ($284.24 ea.) $3,000/ G.1 A.1: Other School Equipment $5,000 Total: $8,000	8,000.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : G.2 A.1 PL opportunities ELA, Math, SEL, Intervention, Early Lit- $4,000 (Vendor TBD based on need)	4,000.00
G2A1	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000	7090(Total FTE 1.0- 8hr RCA) **Budget lines for personnel include salaries and related benefits	80,766.00
G2A1	Sup & Conc	Other Pupil Services	Oth Cls-Sub			NTA overage **Budget lines for personnel include salaries and related benefits	316.00
G2A1	LCFF: EL	Instruction	Teacher-Supp			G.2 A.1 Cert. Supp. ELPAC Assessors (2 @ 6 days, 7 hrs. 42 hrs. each(total 84hrs) $5,040 (Base: $4107/Bene: $933) **Budget lines for personnel include salaries and related benefits	5,040.00
G2A2	Title 1 Basic	Instruction	Teacher-Supp			G.2 A.2 Cert. Supp. to provide clubs to support engagement $3,001 (base: $2446/bene.: $555) **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	3,001.00
G2A2	Title 1 Basic	Instruction	Ins Aide-Sup			G.2.A.2 Class Supp. to support engagement/attendance $3,000/ G.2.A.2 Class Supp. to support Attendance Outreach $5,000 Total: $8,000 (Base:$6,154/Bene:$1846) **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	8,000.00
G2A2	Title 1 Basic	Instruction	Oth Cls-Supp			G.2 A.2 Class Supp. enhance student support, family engagement with timely assist. $1000 (base:$769/bene: $231) **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	1,000.00
G2A2	Title 1 Basic	Instruction	Bks & Ref			: G.2 A.2 Other supplemental Books and Reference to support student learning: $5,000/Clubs: $5,000: Total: $10,000	10,000.00
G2A2	Title 1 Basic	Parent Participation	Mat & Supp			G.2 A.2 Parent involvement Supplies (NO FOOD OR INCENTIVES) to support	1,999.00

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0470 Vinland Elementary (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A2		Parent Participation	Mat & Supp			meetings, engagement activities, workshops, etc. $1,999	1,999.00
G2A2	Title 1 Basic	Parent Participation	Cons Svc/Oth			TBD : G.2 A.2 Graphics to support clear instructional visuals and communication $499. Graphics Dept closing, moved from object 5725 to 5899.	499.00
G2A2	Title 1 Basic	Parent Participation	Cons Svc/Oth			: G.2 A.2 Family engagement communication tools for parent outreach (signage) $10,000 **No Food or Incentives**	10,000.00
G2A2	Sup & Conc	Instruction	Teacher-Supp			G.2 A.2 Cert. Supp.to expand ILT/CCT $6000 (1 Lead 3894 (3425, 469) (base: $4891/bene. $1109) **Budget lines for personnel include salaries and related benefits	6,000.00
G2A2	Sup & Conc	Instruction	Nc-Equipment			: G.2 A.2: Cell phone to support real time/communication $1,244	1,244.00
G2A2	Sup & Conc	Parent Participation	Mat & Supp			: G.2 A.3 Food: Parent mtgs. $1,000 (America To Go/Other)	1,000.00
G2A2	Sup & Conc	Attendance & Social Work Servic	Local Mileag			: G.2 A.2 HSL Mileage $200 (.70 p/mile) to fund home visits/reduce chronic absenteeism	200.00
G2A3	Title 1 Basic	Instruction	Bks & Ref			G.2 A.3 Reflex Math $4196.25 ($4197) G.2 A.3 Chesskids $4053 ($3800.00)	8,250.00
G2A3	Sup & Conc	Instruction	Bks & Ref			: G.2 A.3 SWANK Movie License $750 (educational Videos)	750.00

$155,013.00

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

School Culture of Engagement and Access

Action Details

Effective Staff

Vinland Elementary will create a school culture of excellence by strengthening 'Operational Excellence' through the implementation of the district's *4 Components of Operational Excellence: Compassion, Service, Communication, and Hospitality,* to ensure that all students, families, and staff experience responsive, welcoming, and culturally affirming service.

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):

Compassion: Treat Everyone Like Family: Staff will demonstrate genuine care by:

- Assuming positive intent and treating all community members with dignity.
- Make decisions leading with Hope and love instead of fear or what-ifs.
- Validating feelings and concerns through active listening.
- Acting with the best interests of students, families, and colleagues in mind.

Service: Do It Right the First Time: Staff will provide high-quality, dependable service by:

- Seeking to understand the needs of students, families, and colleagues before responding.
- Responding quickly and professionally to requests.
- Following through with effective, timely solutions that minimize barriers.

Communication: Keep Everyone Informed: Staff will maintain clear, accessible communication by:

- Keeping lines of communication open and listening actively.
- Providing accurate information promptly.
- Communicating in families' preferred languages and using the most effective tools (ParentSquare, phone, email, flyers).

Hospitality: Create Welcoming Environments: Staff will cultivate inclusive, welcoming experiences by:

- Maintaining organized, accessible, and student-centered spaces.
- Designing simple, hassle-free processes for families and staff.
- Ensuring programs and spaces allow access for all and honor the diversity of our school community.

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.

Current EL progress indicators show that while many students are making growth, additional supports are needed to accelerate language development and strengthen systems that help students progress toward reclassification. With 5.3% of ELs scoring Level 4 on ELPAC and 18.9% advancing at least one ELPI level, Vinland will enhance language supports through Compassionate service: caring relationships, timely and effective instructional support, clear communication, and welcoming environments that promote belonging and confidence.

Reclassified (RFEP) Monitoring: Provide compassionate check-ins, clear multilingual progress updates, and welcoming access to Tier I–II supports and enrichment to ensure ongoing success.
Daily Integrated & Designated ELD: Deliver consistent, high-quality Integrated and designated ELD instruction with explicit vocabulary/discourse support in organized, engaging learning spaces.
Newcomer Supports: Offer gentle onboarding with clear visuals, foundational language routines, and predictable, welcoming environments that build confidence and peer connection.
Long-Term English Learner (LTEL) Supports: Provide academic language support, structured routines, and school connection opportunities that promote confidence and engagement.

Student Groups

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

With Title I funds, we plan to support ALL student groups by:

- Purchase Materials that support routines, relationship-building, and student well-being, such as visuals, check-in tools, and calm corner supplies
- Engagement materials and supplies for activities and meetings to foster a positive culture for staff and families.
- Provided funding for learning opportunities and training sessions

- Supplemental contracts for Teachers and classified staff for intervention to support students needing additional academic help before or after school
- Purchase of supplemental instructional materials and curriculum aligned to standards, such as books, manipulatives, and software.

- Fund Translation/interpretation for families in preferred languages.
- Purchase Communication graphics and online tools: i.e., signage and informational brochures.
- Purchase Supplies for family resource areas (bilingual materials, simple guides, forms, information stations)

Not required to speak to this section for Prop 28.

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

With 7090 or 7091, we plan to support ALL student groups by:

- Purchase Materials that support routines, relationship-building, and student well-being, such as visuals, check-in tools, and calm corner supplies
- Engagement materials and supplies for activities and meetings to foster a positive culture for staff and families.
- Provided funding for learning opportunities and training sessions

- Supplemental contracts for Teachers and classified staff for intervention to support students needing additional academic help before or after school
- Purchase of supplemental instructional materials and curriculum aligned to standards, such as books, manipulatives, and software.
- Materials that streamline processes for staff, students, and families to improve accessibility (visual guides, navigational signage, simple forms)

Not required to speak to this section for Prop 28.

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

As a site, we plan to support ALL student groups by:

- Purchase Materials that support routines, relationship-building, and student well-being, such as visuals, check-in tools, and calm corner supplies
- Engagement materials and supplies for activities and meetings to foster a positive culture for staff and families.
- Provided funding for learning opportunities and training sessions

- Supplemental contracts for Teachers and classified staff for intervention to support students needing additional academic help before or after school
- Site-funded CT, Para-educators, Teaching fellows for tutoring or small-group intervention to close skill gaps in reading/math.
- Purchase of supplemental instructional materials and curriculum aligned to standards, such as books, manipulatives, and software.
- Provided meetings to review interview feedback, professional development in the hiring process, assessment needs, district programs, and resumes.

- Fund Translation/interpretation for families in preferred languages.
- Purchase Communication graphics and online tools: multilingual print and online materials, family-friendly progress reports, signage, and informational brochures.
- Parent engagement events and workshops to help families understand academic expectations and support learning at home.
- Provide communication of upcoming learning opportunities and training sessions.

- Purchase Classroom organization tools, flexible seating, and materials that promote accessibility and reduce barriers to learning.
- Purchase Supplies for family resource areas (bilingual materials, simple guides, forms, information stations).
- Materials that streamline processes for staff, students, and families to improve accessibility (visual guides, navigational signage, simple forms)

Not required to speak to this section for Prop 28.

Family Engagement

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

Vinland Elementary will strengthen meaningful and inclusive family engagement to support the Operational Excellence Action through the following:

- Parent-Teacher Conferences, 504/Support Plans, and IEP Meetings: Meetings will reflect Operational Excellence through strengths-based conversations, clear goals and next steps, and welcoming, organized processes that help families support learning at home.
- ParentSquare as the Primary Two-Way Communication Tool: ParentSquare will support Operational Excellence by providing timely, accurate communication and responsive engagement to keep families informed about classroom learning.
- Weekly ParentSquare Newsletters: Weekly newsletters will demonstrate Operational Excellence by offering clear, organized updates on instruction, progress, events, and engagement opportunities.
- Family Partnership Across Engagement Platforms: Operational Excellence will guide family engagement through multiple platforms: ParentSquare, Parent Portal, Parent University, SSC, ELAC, DELAC, and LCAP, ensuring a valued family voice, accessible communication, and welcoming participation.
- Interpretation and Translation Services: Interpretation and translation will be provided consistently to uphold Operational Excellence by ensuring equitable access, clear communication, and a welcoming environment for all families.
- Provide on-site access to community and district resources (for example, fingerprinting, food distribution, community outreach support, etc.).

Professional Learning

Describe Professional Learning related to this action.

Vinland Elementary will engage in the following professional learning opportunities:

- Share District provided staff PL opportunities on the district's Operational Excellence and Compassion framework: Training will focus on Compassion (positive intent, validating feelings), Service (responsive follow-through), Communication (clear, timely messaging), and Hospitality (welcoming environments).
- Engage staff in PL and Office PLC meetings on strengthening customer service and front-office excellence: Sessions will develop skills in tone, rapport, de-escalation, problem-solving, and organized systems that create consistent, positive family experiences.
- Offer PL within feedback conversation on effective communication practices for families: Training will include clear, accessible messaging, multilingual communication tools, ParentSquare best practices, and strategies for two-way engagement.
- Provide information on DPI provided PL on creating welcoming, accessible learning environments. Teachers and classified staff will learn routines and strategies that promote Hospitality—organized spaces, simple processes, visual supports, and inclusive practices for all families and students.
- Embed Operational Excellence in CCT / ILT / PLC collaboration cycles: PL will support teams in using data, feedback, and continuous improvement processes to strengthen service, responsiveness, and consistency in schoolwide communication and systems.
- Include Operational Excellence in instructional coaching cycles and peer walkthroughs: Coaching will support teachers in implementing consistent routines, clear expectations, and relationship-centered practices that reinforce Compassion and Service.
- DPI provided PL to SEL, support, and office staff on Compassionate practices: Staff will receive training on relationship-building, validating experiences, problem-solving for families, and ensuring students feel seen, supported, and welcomed.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ 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 expect to see:

We will achieve these changes in knowledge and learning by:

- Routine Practice of observation of actions within the Operational Excellence 4 Domains. walk-throughs using the site-agreed-upon expectation look-fors with admin/coach-provided feedback to staff. The Admin/Coach team will use tools to monitor progress: an Excel Tracking Tool and an Operational Excellence Common Microsoft Observation Form with Look-Fors. Written feedback will be provided to staff following observations using a standard feedback outline.

Outcomes will be measured by:

- Routine Practice of observation data collection focused on site-agreed-upon look-fors for Operational Excellence.
- Goal: 70% of observations will show the implementation of all look-fors in the short term.

Outcomes monitored by:

- Principal, VP, Instructional Coach, CCT, 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.

Shape these behaviors...

What you want to see:

The Change in Behavior / Performance by:

Outcomes measured by:

- Outcomes are measured by growth in the Fall 2026 Climate and Culture Student Survey Health and Wellness Domain from 80% to 83%, a gain of 3 percentage points.
- Outcomes are measured by growth in the Fall 2026 Climate and Culture Family Survey family engagement domain from 94% to 95%, a gain of 1 percentage point.
- Outcomes are measured by growth in the Fall 2026 Climate and Culture Staff Survey Staff Culture Domain from 90% to 93%, a gain of 3 percentage points.
-

Outcomes monitored by:

- Principal, VP, Instructional Coach, CCT, 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.

Shape these behaviors...

What you want to see:

The Change in Behavior / Performance by:

Outcomes measured by:

- Outcomes are measured by growth in the Fall 2026 Climate and Culture Student Survey Health and Wellness Domain from 80% to 83%, a gain of 3 percentage points.
- Outcomes are measured by growth in the Fall 2026 Climate and Culture Family Survey family engagement domain from 94% to 96%, a gain of 2 percentage points.
- Outcomes are measured by growth in the Fall 2026 Climate and Culture Staff Survey Staff Culture Domain from 90% to 95%, a gain of 5 percentage points.

Outcomes monitored by:

- Principal, VP, Instructional Coach, CCT, and Teachers.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0470 Vinland Elementary (Locked)

G3 - Operational Excellence

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			G.3. A.1 Supp. Contract Babysitting/Translators to support parent meetings. $501 (base: $385/bene.: 116) **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	501.00
G3A1	Sup & Conc	Instruction	Mat & Supp			G.3 A.1 Food: Staff/Parent/student mtgs. $4,500 (America To Go/other)	4,500.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: G.3 A.1: mat/supp to support class activities $4000(30x 200), incent. G.2 A.1: mat/supp to promote positive behavior, SEL, recognition/ rewards $2,000 G.1 A.4 mat/supp for class instructional supports/activities $5,000 Total: $11,000	11,000.00
G3A1	Sup & Conc	Instruction	Nc-Equipment			: G.3 A.1: Furniture to create essential spaces for students $2316	2,000.00
G3A1	Sup & Conc	Instruction	Direct-Maint			G.3 A.1 Dist. Maintenance (work orders, school repairs, etc.) $5,000, not tablets	5,000.00
G3A1	Sup & Conc	Food Services	Direct-Food			G.3 A.1 Food: Staff/Parent/student mtgs. 3700/5767 $500 (District Catering)	500.00
G3A1	LCFF: EL	Parent Participation	Mat & Supp			G.3 A.1 Parent involvement supplies to support EL mtgs., Engagement, activities, workshops, etc. $699	699.00

$24,200.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0470 Vinland Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employeename	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0470	1110	1000	1160	Teacher-Supp					G2A2	G.2 A.2 Cert. Supp. to provide clubs to support engagement $3,001 (base: $2446/bene.: $555) **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	3,001.00
060	3010	0470	1110	1000	2160	Ins Aide-Sup					G2A2	G.2.A.2 Class Supp. to support engagement/attendance $3,000/ G.2.A.2 Class Supp. to support Attendance Outreach $5,000 Total: $8,000 (Base:$6,154/Bene:$1846) **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	8,000.00
060	3010	0470	1110	1000	2960	Oth Cls-Supp					G2A2	G.2 A.2 Class Supp. enhance student support, family engagement with timely assist. $1000 (base:$769/bene: $231) **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	1,000.00
060	3010	0470	1110	1000	4200	Bks & Ref					G2A3	G.2 A.3 Reflex Math $4196.25 ($4197) G.2 A.3 Chesskids $4053 ($3800.00)	8,250.00
060	3010	0470	1110	1000	4200	Bks & Ref					G2A2	: G.2 A.2 Other supplemental Books and Reference to support student learning: $5,000/Clubs: $5,000: Total: $10,000	10,000.00
060	3010	0470	1110	1000	4300	Mat & Supp					G1A4	: G.2 A.1: Supplies to support content area literacy/math and parent involvement: hot/cold lamination: $2500/Poster Maker supplies: $2500 G.1 A.2 materials/supplies to support literacy/math instructional Activities: $4500 Total: $9,500 **No food or incentives**	9,500.00
060	3010	0470	1110	1000	4300	Mat & Supp					G2A1	: G.2 A.1: supplemental club supplies to support Attend. /suspension to strengthen engagement $4,948 **No Food or Incentives**	4,948.00
060	3010	0470	1110	1000	4400	Nc-Equipment					G1A4	: G.1 A.4: Technology to support instruction (laptops, document cameras, projectors, electronic whiteboards, etc.) $5000 G.1 A.4: supply to support the use of technology for instruction: Headsets: $2000	7,000.00
060	3010	0470	1110	1000	4400	Nc-Equipment					G1A4	: G.1 A.4: Technology to support instruction (laptops, document cameras, projectors, electronic whiteboards, etc.) $5000. $3,750K in 3010, $1,250 in 7090	3,750.00
060	3010	0470	1110	2495	4300	Mat & Supp					G2A2	G.2 A.2 Parent involvement Supplies (NO FOOD OR INCENTIVES) to support meetings, engagement activities, workshops, etc. $1,999	1,999.00
060	3010	0470	1110	2495	5899	Cons Svc/Oth					G2A2	TBD : G.2 A.2 Graphics to support clear instructional visuals and communication $499. Graphics Dept closing, moved from object 5725 to 5899.	499.00
060	3010	0470	1110	2495	5899	Cons Svc/Oth					G2A2	: G.2 A.2 Family engagement communication tools for parent outreach (signage) $10,000 **No Food or Incentives**	10,000.00
060	3010	0470	4760	2495	2260	Cls Sup-Sup					G3A1	G.3. A.1 Supp. Contract Babysitting/Translators to support parent meetings. $501 (base: $385/bene.: 116) **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	501.00
030	7090	0470	1110	1000	1120	Teacher-Subs					G1A1	G.1 A.1 IEP-$9,834 (17 days X 2 subs:34 subs) G.1 A.1- Planning-$16,560(1 per sem. 2X30(60 total))/ G.1 A.2 Data Chats-$4,416 (1 per sem., 4 days w/4subs-total 16)/ G.1 A.2-Coaching-$8,280 (30 days, 30 subs) G.1 A.1-SBAC Testing Support-$4,140 (15 days) Total 7090 subs- $42,780 (Base:$35,838/Bene: $6,942) **Budget lines for personnel include salaries and related benefits	42,780.00
030	7090	0470	1110	1000	1160	Teacher-Supp							

030	7090	0470	1110	1000	1160	Teacher-Supp					G2A2	G.2 A.2 Cert. Supp.to expand ILT/CCT $6000 (1 Lead 3894 (3425, 469) (base: $4891/bene. $1109) **Budget lines for personnel include salaries and related benefits	6,000.00
030	7090	0470	1110	1000	1160	Teacher-Supp					G1A3	G.1 A.3 Cert. Tutoring $5,760 4 contracts, 6 Weeks, Math/ELA gaps (base: $4,696/Bene: $1,064) **Budget lines for personnel include salaries and related benefits	5,760.00
030	7090	0470	1110	1000	4200	Bks & Ref					G1A2	G.1 A.2 Other Books and Reference to support student learning $270	270.00
030	7090	0470	1110	1000	4200	Bks & Ref					G2A3	: G.2 A.3 SWANK Movie License $750 (educational Videos)	750.00
030	7090	0470	1110	1000	4300	Mat & Supp					G3A1	G.3 A.1 Food: Staff/Parent/student mtgs. $4,500 (America To Go/other)	4,500.00
030	7090	0470	1110	1000	4300	Mat & Supp					G3A1	: G.3 A.1: mat/supp to support class activities $4000(30x 200), incent. G.2 A.1: mat/supp to promote positive behavior, SEL, recognition/ rewards $2,000 G.1 A.4 mat/supp for class instructional supports/activities $5,000 Total: $11,000	11,000.00
030	7090	0470	1110	1000	4400	Nc-Equipment					G1A4	G.1 A.4: Technology to support instruction (laptops, document cameras, projectors, electronic whiteboards, etc.) $5000. $3,750K in 3010, $1,250 in 7090.	1,250.00
030	7090	0470	1110	1000	4400	Nc-Equipment					G3A1	: G.3 A.1: Furniture to create essential spaces for students $2316	2,000.00
030	7090	0470	1110	1000	4400	Nc-Equipment					G2A2	: G.2 A.2: Cell phone to support real time/communication $1,244	1,244.00
030	7090	0470	1110	1000	4400	Nc-Equipment					G2A1	: G.2 A.1: Two-way radios to improve staff communication for supervision/emergency response/efficient coordination across campus ($284.24 ea.) $3,000/ G.1 A.1: Other School Equipment $5,000 Total: $8,000	8,000.00
030	7090	0470	1110	1000	5221	Travel					G1A1	: G.1 A.1 Travel for PL $200	200.00
030	7090	0470	1110	1000	5635	Oth Equ Mnt					G1A1	: G.1 A.1: Copier/Other Maintenance $500	500.00
030	7090	0470	1110	1000	5723	Direct-Maint					G3A1	G.3 A.1 Dist. Maintenance (work orders, school repairs, etc.) $5,000, not tablets	5,000.00
030	7090	0470	1110	1000	5723	Direct-Maint					G1A3	: G.1 A.3 Dist. Maintenance Tablets/Tech $3,000	3,000.00
030	7090	0470	1110	1000	5899	Cons Svc/Oth					G2A1	TBD : G.2 A.1 PL opportunities ELA, Math, SEL, Intervention, Early Lit- $4,000 (Vendor TBD based on need)	4,000.00
030	7090	0470	1110	2100	1320	Crt Supr-Sub					G1A1	G.1. A.1 Admin. Subs 54 days Total: $13,000 (Base: $10,892/Bene: $2,108) **Budget lines for personnel include salaries and related benefits	13,000.00
030	7090	0470	1110	2495	4300	Mat & Supp					G2A2	: G.2 A.3 Food: Parent mtgs. $1,000 (America To Go/Other)	1,000.00
030	7090	0470	1110	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg	W018	Arredondo, Patricia	1.0000	G2A1	7090(Total FTE 1.0- 8hr RCA) **Budget lines for personnel include salaries and related benefits	80,766.00
030	7090	0470	1110	3130	5211	Local Mileag					G2A2	: G.2 A.2 HSL Mileage $200 (.70 p/mile) to fund home visits/reduce chronic absenteeism	200.00
030	7090	0470	1110	3700	5767	Direct-Food					G3A1	G.3 A.1 Food: Staff/Parent/student mtgs. 3700/5767 $500 (District Catering)	500.00
030	7090	0470	1110	3900	2920	Oth Cls-Sub					G2A1	NTA overage **Budget lines for personnel include salaries and related benefits	316.00
030	7090	0470	1110	4000	5899	Cons Svc/Oth					G1A1	Resort Life Ventures Inc. : G.1 A.1: Golf Cart Maintenance Vendor: Resort Life Ventures Inc. #32137 $1500	1,500.00
030	7091	0470	4760	1000	1120	Teacher-Subs					G1A1	G.1 A.1 ELPAC extra support (5 days) Total: $1,381 (Base:$1,156/Bene: $225) **Budget lines for personnel include	1,381.00

030	7091	0470	4760	1000	1120	Teacher-Subs	G1A1	salaries and related benefits	1,381.00
030	7091	0470	4760	1000	1160	Teacher-Supp	G1A1	G.1 A.1 Cert. Supp. $5,760 4 contracts 6wks, address EL Needs (Base: $4,696/Bene: $1,064) **Budget lines for personnel include salaries and related benefits	5,760.00
030	7091	0470	4760	1000	1160	Teacher-Supp	G2A1	G.2 A.1 Cert. Supp. ELPAC Assessors (2 @ 6 days, 7 hrs. 42 hrs. each(total 84hrs) $5,040 (Base: $4107/Bene: $933) **Budget lines for personnel include salaries and related benefits	5,040.00
030	7091	0470	4760	1000	2160	Ins Aide-Sup	G1A1	G.1 A.1 Class Supp. to address EL needs $5,760 (6 weeks each, $17 per hr.) (Base:$4,431/Bene: $1,329) **Budget lines for personnel include salaries and related benefits	5,760.00
030	7091	0470	4760	1000	4300	Mat & Supp	G1A1	G.1 A.1: Mat/Supp to support instruction of ELs $4,240	4,240.00
030	7091	0470	4760	1000	5899	Cons Svc/Oth	G1A1	TBD : G.1 A.1 PL to improve ELD practices $1,500 (vendor TBD)	1,500.00
030	7091	0470	4760	2495	4300	Mat & Supp	G3A1	G.3 A.1 Parent involvement supplies to support EL mtgs., Engagement, activities, workshops, etc. $699	699.00
									$286,364.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$68,448.00
Sup & Conc	7090	$193,536.00
LCFF: EL	7091	$24,380.00
Grand Total		**$286,364.00**

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	$107,151.00
G2 - The Whole Child (SEL and Engagement)	$155,013.00
G3 - Operational Excellence	$24,200.00
Grand Total	**$286,364.00**