

Viking Elementary

10621666006530

Principal's Name: Christie Yang

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

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School Report Card	<i>Needs Assessment</i>
Action Plan	<i>Action designed to meet the needs and accomplish the goals</i>
Budget	<i>Allocations and planned expenditures</i>

District Goals	
<p>The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

School Site Council



School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Christie Yang	X				
2. Chairperson - Martha Bishop			X		
3. Jim Vue		X			
4. Gisele Mumford		X			
5. Phonesavanh Bounkhoun		X			
6. Daniel Bishop				X	
7. Rebekah Peckfelder				X	
8. Amanda Zuniga				X	
9. Jennifer Sharp				X	
10. Kristina Byrd				X	
11.					
12.					
13.					
14.					
15.					

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

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent Involvement 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 Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Christie Yang		3/13/2017
SSC Chairperson	Martha Bishop		3/13/2017

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

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2017/18

Viking - 0465

ON-SITE ALLOCATION

3010	Title I	\$51,924 *
7090	LCFF Supplemental & Concentration	\$190,989
7091	LCFF for English Learners	\$40,005
TOTAL 2017/18 ON-SITE ALLOCATION		\$282,918

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$975
Remaining Title I funds are at the discretion of the School Site Council	\$50,949
Total Title I Allocation	\$51,924

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	45/68	N/A ³	23.72%	22.13%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	33/68	N/A ³	17.07%	20.54%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3169	District Dashboard (Goal 1): Percentage of 3rd grade students reading at grade level	60/66	N/A ³	20.65%	14.29%	N/A ³	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	37/68	0.00% ⁴	49.45%	53.93%	45.51%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3751	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	13/63	N/A ⁶	33.33%	51.16%	2.13%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3752	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	10/63	N/A ⁶	51.43%	67.44%	4.26%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	20/67	N/A ⁷	N/A ⁷	24.86%	32.06%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	60/67	N/A ⁸	N/A ⁸	15.86%	30.56%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English Learner students redesignated (current progress).	8/68	11.72%	20.49%	22.41%	9.35%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	863	Annual Measurable Achievement Objective 2: Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	39/68*	20.22%	23.60%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	15/68	33.63%	40.21%	36.67%	37.11%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	48	ADA Attendance Rate	52/68	94.30%	94.39%	94.30%	94.37%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	44/69	18.13%	16.46%	17.91%	13.80%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	34/68	N/A ¹⁰	N/A ¹⁰	35.51%	38.61%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	1/69	4.47%	0.00%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate

<input type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	45/68	4.34%	9.68%	8.61%	6.11%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	1/68	0.26%	0.00%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	42/67	2.37%	17.84%	38.25%	0.42%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	7132	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	26/68	N/A ¹³	N/A ¹³	72.39%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7133	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	26/69	N/A ¹³	N/A ¹³	66.43%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7134	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	57/68	N/A ¹³	N/A ¹³	53.94%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7135	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	28/68	N/A ¹³	N/A ¹³	71.71%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student

Notes

* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year

- 7. Formative Assessment started in '15-16 School Year
- 8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
- 9. Updated once we have Annual Report from CDE
- 10. Ties to official ATLAS reporting starting in '15-16 School Year
- 11. District level indicator - requiring CDE data submission
- 12. Project launched in '15-16 School Year
- 13. Tracking started in '15-16 School Year (Baseline Year)
- 14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

Elementary Segment Example:

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

High School Segment Example:

In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : No Yes | Approval Date : 03/16/2017

Last Edit: -

Save

Viking Elementary 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain	<input checked="" type="checkbox"/> 1. Academic Performance	<input type="checkbox"/> 2. Social/Emotional Learning (SEL) and Culture & Climate
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School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	22	30	Other - Please specify within action
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	31	36	Other - Please specify within action
3169 - 3rd grade students reading at grade level	26	33	A-Z Reading

<input type="radio"/> New-Action	<input checked="" type="radio"/> On-going	Reasoning:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Detail the Action

School-wide implementation of a comprehensive ELA program that aligns to the CCSS, utilizing ELA instructional strategies that integrate all core content areas to increase reading levels for all students, so that “Every child can and must learn at grade level and beyond” and “Move a minimum of a grade level per year”. The comprehensive ELA program will consist of the following balanced literacy components to ensure that there are:

1. A culture of learning and high expectations in all classrooms.
2. Challenge Content present in all classrooms--utilizing high quality texts to employ questions and tasks to integrate reading, writing, speaking and listening standards to support reading comprehension skills and strategies to increase rigor in DOK levels targeting the three domains: Key Ideas & Details, Craft & Structure, and Integration of Knowledge and Ideas.
 - Comprehension Skills: Identifying Key Words and Signal Words, Look for Similarities and Differences in texts, Causes and Effect, Making Inferences, Defining Words, Rewording Ideas, and Pronoun Referents
 - Close Reading Strategies
 - Making Thinking Visible Strategies
 - Aligning text complexity to the appropriate tasks during the lesson which will lead to opportunities for students to integrate reading, writing, speaking and listening, and/or language standards in building comprehension.
 - Instructional lessons are planned intentionally to sequence building knowledge and deepen students’ comprehension of the text through the task.
 - Utilize high quality texts that are at/above the complexity/level expected for the grade and time in the school year.
3. Teachers cultivating a learning environment that students have ownership in their learning.
4. Frequent monitoring of student progress (CCI), utilizing data and student work samples to calibrate and set criteria for success for the following **Four Strands of Standards**:

- Reading Standards: a) Literature b) Informational Text c) Foundational Skills
- Writing Standards—Calibration to set anchor papers for each grade level and each genre
- Speaking and Listening Standards—Collaborative Conversation and Talk Moves
- Language Standards

5. Grades TK-3rd

- Implement CCSS Foundational Skills: Phonemic Awareness, Phonics, Fluency, and Vocabulary Development
- Small group reading instruction in grades TK-3rd to differentiate reading instruction—Guided Reading/Reading Intervention.

7. Incorporate strategies from the ELD ELA Framework to support EL students.

8. Supplemental instructional supplies from : FUSD Warehouse, Office Depot, GW, Barnes and Noble, Scholastic, Rochester 100, Lakeshores, etc...

9. Supplemental contract to extend Library hours to accommodate student and parents to support literacy in the home and increase reading proficiency.

10. Sub release time for teachers for side by side learning and collaborations: SSTs, IEPs, 504s, Student Assessments, professional learning, AC planning, vertical articulations, and other collaborations.

11. Supplemental contracts for one teacher per grade level to support the CCI cycles and create CFAs standards based assessments.

12. Stationary/Mobile Computer Lab for Students:

- FUSD Technology Scope and Sequence Standards will be taught for grades 1-6 through computer lab time by classified personnel or teachers.
- Instruction will focus on keyboarding and computer literacy to support success on DRP, Interim Assessments, and CAASPP.

SMART Goals

1. By June 2018, a 5% increase on CAASPP ELA of students Meeting/Exceeding CCSS Standard and an increase of one Index Point on the CORE Report.
2. By February 2018, a 25% increase from Interim ELA 1 to Interim ELA 2 in grades 1-6.
3. By June 2018, a 10% increase from DRP 1 to DRP 2 in grades 2-6.
4. By June 2018, a 25% increase of students On/Above Grade level from BAS 1 to BAS 4 for First Grade.
5. By June 2018, an 45% increase of students on Mastery level from KAIG 1 to KAIG 4.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

TK:

- TK-KAIG, Quartely Assessments, and teacher/AC created formative assessments.—End of year 95%.
- 5 Writing Samples

Kindergarten:

- KAIG—End of year 95%.
- Q2-Target BAS level A/B—35%
- Q3-Target BAS level B/C—50%
- Q4-Target BAS level D—85%
- 5 Writing Samples

1st Grade: Interim Assessments, BAS scores, Wonders Weekly/Unit, assessments

Teacher/AC created

- Q1-Target BAS level E/F—35%
- Q2-Target BAS level G/H—50%

Owner(s):

- Accountable Communities
- Principal
- Vice Principal
- TSA
- Intervention Tutors

Timeline:

Required by every AC:

- AC created—3 Formative Assessments per quarter
- 5 writing samples throughout the year: a) One cold writing sample first week of school. b) One writing sample per quarter.
- BAS scores for 1st-3rd will be every quarter.
- BAS scores for Kindergarten will be 2nd, 3rd, and 4th quarter.
- KAIG will be very quarter.
- T-KAIG will be 3 trimester.

- Q3-Target BAS level I—65%
- Q4-Target BAS J—85%
- Interim 1— 40%, Interim 2—50%
- 5 Writing Samples

2nd Grade: DRP, Interim Assessments, BAS scores, Wonders/Weekly/Unit, assessments

Teacher/AC created

- Q1-Target BAS level K—35%
- Q2-Target BAS level L—50%
- Q3 Q4-Target BAS level M or higher—85%
- DRP 1—20%
- DRP 2—30%
- Interim 1—25%
- Interim 2—35%
- 5 Writing Samples

3rd Grade: DRP, Interim Assessments, BAS scores, Wonders/Weekly/Unit, assessments, CAASPP

Teacher/AC created

- Q1-Target BAS level N—35%
- Q2-Target BAS level M—45%
- Q3-Target BAS level O—65%
- Q4-Target BAS level P/Higher—85%
- DRP 1: 20%
- DRP 2: 30%
- Interim Data 1- 25%
- Interim Data 2 -33%
- CAASPP: 20%
- 5 Writing Samples

4th-6th: DRP, Interim Assessments, Wonders/Weekly/Unit, Teacher/AC created CAASPP

assessments,

- DRP 1: 4th (18%), 5th (30%), 6th (35%)
- DRP 2: 4th (25%), 5th (40%), 6th (45%)
- Interim 1: 4th (20%), 5th (24%), 6th (20%)
- Interim 2: 4th (33%), 5th (31%), 6th (35%)
- CAASP: 4th (33%), 5th (30%), 6th (30%)
- 5 Writing Samples

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Provide parent workshops on reading strategies
- CA Math Council/teacher-parent workshops on Math
- Extend opening of library to parents and students on Thursday evening from 5-6, to allow parents and students access to books, other resources, and technology to increase literacy in the home and reading proficiency.

Describe Related Professional Learning:

- Professional Learning—effective instructional practices
- School-wide Learning Progression for Close Reading Strategies
- Technology training for staff on how to integrate district's Technology Scope and Sequence into the four core content areas
- Common Formative Assessment—How to utilize data to improve instruction within the structure of CCI

- Parent Involvement Activities: Young Authors' Night, Quarter Awards Ceremonies, Block V Award, Reading Challenge Celebrations; Math Champions Celebrations; Parent Volunteer Dinner.
- Teacher will share information with parents on how to access their students' grades and work online.
- Staff collaboration by Accountable Communities and vertical teaming:
- Share instructional strategies during Accountable Communities time and PL's to develop lessons that includes effective instructional strategies that embeds ELA CCSS Foundational and Comprehension skills.
- Teachers in grades 1st-3rd will receive PL on guided reading strategies, phonemic awareness and fluency, and vocabulary development.
- Professional learning on how to effectively utilize "Questioning" as part of daily instruction on all content areas.
- All teachers will attend district training
- Staff will read and process Making Thinking Visible.
- Peer observations on site and other sites.
- Provide professional development on effective student discourse
- Supplemental instructional materials for professional learning and instruction.
- Technology training for staff on how to integrate district's Technology Scope and Sequence into the four core content areas, emphasizing on ELA and Math.
- Training on how to access Illuminate, DRP, and CAASPP, Wonders, and Go Math.
- Common Formative Assessment from Illuminate—How to create and utilize data to improve instruction within the structure of CCI.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- On top of the regular ELA block, school-wide allocation of 30 extra minutes (Designated School) daily focusing on reading comprehension skills and strategies in the three domains: Key Ideas, Craft and Structure, and Integration of Knowledge. Instruction will consist high quality texts that will "employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning".
- Student DRP data chat and goal setting will be provided in the classrooms by teachers. Growth in DRP will be recognized and celebrated school-wide for grades 2nd-6th
- Guided reading groups/small group reading instruction will be provided in grades TK-3rd.
- Technology standards will be taught for each grade level through computer lab time or by teachers.
- Extended library hours to accommodate student needs in utilizing resources such as books, computers, etc. .to extend learning beyond classroom instruction. Extra hours will be extended to parents and students once a week on Thursday nights for 2 hours to support family literacy in the home.
- Instructional packets will be given to incoming Kindergarten students to re-enforce ELA and Math instruction at home.
- Differentiated instruction as reflected in lesson plans and actions plans.
- Student agendas for intermediate grades (4-6)
- Supplemental instructional supplies to support student achievement: Graphic for instructional supplies, Expository texts, leveled books, Time/Scholastic Magazines, A-Z, writing papers, journals, pencils, Rochester 100, ELMOs, laptops, tablets, hardware/software/ etc...
- Supplemental contract to extend library hours to support literacy in the home and increase reading proficiency.
- Supplemental instructional supplies for parent workshops/events.
- Supplemental contract for Common Core planning.
- Supplemental contract for classified personnel to support teachers and students with core curriculum materials and instructional supplies.
- Instruction on keyboarding and computer literacy, 30 minutes per week.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- EL students will receive the same instruction in the classrooms, with emphasis and focus on integrating the ELD ELA Framework through SDAIE strategies.
- EL students will also receive extra targeted instruction to support reading comprehension in small group intervention as needed.
- Supplemental instructional supplies to support EL students as needed.
- ELPAC chats will be provided for all EL students and instructional support will be provided for students prior to assessment.
- Students who are ELD 1 and 2 will receive English Language Development support as needed to help with language acquisition.

- Supplemental materials for students to support computer literacy: Tablets, computer carts, headphones, speakers, software, etc...
- Supplemental contract for classified personnel to support computer literacy and maintenance of the tablets.

Viking Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Teacher Substitutes: SSTs, Assessments, Planning, PL	\$	11,621.00
1	1	Sup & Conc	Instruction	Instr Aide-Supplemental				Classified Supplemental Contract for Core Instructional Curriculum	\$	1,808.00
1	1	Sup & Conc	Instructional Library, Media & Technology	Classified Support-Supplemental				Classified Supplemental: Tech.& Instructional Curriculum Support	\$	13,257.00
1	1	LCFF: EL	Instructional Library, Media & Technology	Classified Support-Supplemental				Classified Supplemental: Extending library hours	\$	4,820.00
1	1	Title 1 Basic	Parent Participation	Materials & Supplies				Instructional and other supplies for parent events	\$	2,000.00
1	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Computer Maintenance	\$	1,000.00
1	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphic for instructional supplies	\$	1,000.00
1	1	Title 1 Basic	Instruction	Materials & Supplies				Instructional Supplies	\$	34,401.00
1	1	Sup & Conc	Instruction	Materials & Supplies				Instructional Supplies	\$	42,294.00
Total									\$	112,201.00

Action # 2

Domain

1. Academic Performance

2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	22	30	Other - Please specify within action
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	31	36	Other - Please specify within action
3169 - 3rd grade students reading at grade level	26	33	A-Z Reading

New-Action

On-going

Reasoning:

Strong Evidence

Moderate Evidence

Promising Evidence

Detail the Action

Viking will provide a Response to Intervention approach to literacy development for students:

1. Tier 1 services will focus on CCSS implementation of literacy standards in the four strands:

a) Reading Standards:

- Literature
- Informational Text
- Foundational Skills

b) Writing Standards

c) Speaking and Listening Standards

d) Language Standards

2. Tier 2 provides opportunities for deployment among Accountable Communities and flexible groupings in classrooms to differentiate instruction based on students' academic needs, with support from push in tutors or pull out process.

3. Tier 3 provides opportunities for flexible small group setting instruction provided by resource specialists.

SMART Goals

1. By June 2018, a 5% increase on CAASPP ELA of students Meeting/Exceeding CCSS Standard and an increase of one Index Point on the CORE Report.

2. By February 2018, a 25% increase from Interim ELA 1 to Interim ELA 2 in grades 1-6.

3. By June 2018, a 10% increase from DRP 1 to DRP 2 in grades 2-6.

4. By June 2018, a 25% increase of students On/Above Grade level from BAS 1 to BAS 4 for First Grade.
5. By June 2018, an 45% increase of students on Mastery level on ELA from KAIG 1 to KAIG 4.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

RTI Assessment Data:

- Daily formative assessments from classroom teachers/ intervention tutors, BAS, CFAs, DRP, and other district assessments.

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Parent involvement through parent/teacher conferences, progress reports, report cards, or through SST process.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Tier 2 students in grades 1-3 will be supported through flexible reading intervention groupings to differentiated instruction in the classroom by classroom teachers and push tutors. Supplemental Contracts for Intervention Tutors for RTI in the classrooms, side by side with classroom teachers in grades 1st-3rd.
- Supplemental Contracts for Intervention Tutors for RTI—Specifically targeting students who are academically at risk for grades 4-6.
- Kindergarten students in Tier 2 will be supported after school with one of the PreK teachers to re-enforce foundational and reading comprehension skills.
- Tier 3 students in grades K-6th scoring significantly below grade level will be pulled out/push in by Resources Specialist for support based on the academic needs of the students: Reading comprehension, vocabulary development, and decoding strategies.
- Supplemental instructional supplies will be provided to meet the needs of the students: A-Z Reading, leveled books, etc...

Owner(s):

- Intervention Tutors-RTI
- TSA-RTI
- Teachers
- Principal
- Vice Principal

Timeline:

- Every six weeks
- Quarterly

Describe Related Professional Learning:

- Provide training on various instructional strategies that are aligned to the CCSS.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- EL students will receive the same instruction in the classrooms, with emphasis and focus on integrating the ELD ELA Framework through SDAIE strategies and support in small group interventions 4x a week for 40 minutes each day; for students who are academically at risk and scoring significantly below grade level low on the DRP, BAS, teacher/AC created CFAs.
- EL students who are ELD 1 and 2 will be pulled out for English Language Development.
- Identified students who are at risk will receive intervention (RTI) from certificated tutors
- Data chats for identified students
- Extra instruction provided for students prior to ELPAC assessments

Viking Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
2	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Teacher Supplemental for Intervention	\$	80,523.00
2	1	Sup & Conc	Instruction	Books & Other Reference				Intervention materials; Site Licenses/ Subscriptions	\$	2,000.00
Total									\$	82,523.00

Action # 3

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	22	22	Other - Please specify within action

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

- School-wide implementation for all English Learner students utilizing the Viking English Learner Instructional Program Plan.
 - EL students will receive the same instruction in the classroom, with emphasis and focus on integrating the ELD ELA Framework through SDAIE strategies.
 - Small group interventions 4x a week for 30 minutes each day, for students who are academically at risk and scoring significantly below grade level on DRP, CAASPP, BAS and Fluency, Interim Assessments, and teacher/AC created formative assessments.
 - EL students will also receive extra targeted reading comprehension instruction in small group settings to support success on DRP, Interim Assessments, and ELPAC for Re-designation
- Supplemental instructional supplies to support EL students as needed.
- ELPAC chats will be provided for all EL students and instructional support will be provided for students prior to assessment.
- Goal setting for all EL students.

SMART Goals

By June 2018, a growth of 2% increase of Re-designation of EL students and a growth of one IndexPoint on the CORE Report.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- Disaggregated DRP, Interim Assessments, SBAC by EL subgroups
- BAS, CAASPP, DRP, Common Formative Assessments, ELPAC, and Interim Assessments
- Incorporate Listening and Speaking Comprehension and note taking skills in lessons.
- Monitor Re-designation and academic progress rate throughout the year.
- Rtl Intervention data based on DRP, BAS, and other district measurements available.
- Writing samples scores based on LDC writing rubric.

Owner(s):

- Teachers
- Accountable Communities
- Principal
- Vice Principal
- TSA

Timeline:

- As needed by the results of site/district created formative assessments
- Quarterly District assessments
- Progress and Report cards

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Provide parent workshops on Math, Science, and Reading Comprehension skills and strategies.

Describe Related Professional Learning:

- Provide professional learning on how to use EL Goal Setting Report to identify targeted students and

- Teachers will review BAS, Fluency, BBF, CAASP, ELD, ELPAC, Academic grades, etc. . . scores with parents and students.
- Provide parent workshops on how to help students reach English language proficiency.
- Utilize district Parent University and EL Services to support parents through parent workshops and ELAC meetings.
- Parent/Teacher Conferences

- their instructional needs.
- Provide professional learning for ELPAC and other EL resources.
 - Utilize district EL personnel to support staff with strategies on how to integrate ELD standards from the Framework within the ELA standards

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Supplemental contract for RTI and extra support in reading comprehension strategies to support student success in literacy and English Language Development. Small group RtI intervention instruction for EL students who are academically at risk.
- Supplemental contract for Common Core Planning to meet the needs of EL students.
- Supplemental contract for ELPAC Assessors
- Supplemental instructional supplies for parent events.
- Supplemental contract for translators for parent events.
- Supplemental instructional supplies to meet the needs of the students.
- Discuss and set ELD goal utilizing the EL Goal Setting Report.
- Provide small group instruction for students who are at the Intermediate, Early Advanced, and Advance, utilizing district EL support resources to help students prior to assessments.
- Data chats
- Supplemental materials to support instruction, including technology with various vendors, such as GW, Office Maxx, Barnes and Nobles, etc..

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Identified students who are at risk will receive intervention (RTI) from certificated tutors
- Data chats for identified students
- Extra instruction provided for students prior to ELPAC assessments

Viking Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
3	1	LCFF: EL	Instruction	Teacher-Supplemental Salaries				Teacher Supplemental EL Intervention & ELD Instruction	\$	26,052.00
3	2	LCFF: EL	Parent Participation	Other Classified-Supplemental				Translators for Parent Conferences	\$	602.00
3	2	LCFF: EL	Instruction	Direct-Other (Dr)				ELPAC Assessors	\$	2,000.00
3	1	LCFF: EL	Instruction	Materials & Supplies				Instructional Supplies	\$	6,531.00
Total									\$	35,185.00

Action # 4

Domain

1. Academic Performance

2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	21	30	Other - Please specify within action
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	31	36	Other - Please specify within action

New-Action

On-going

Reasoning:

Strong Evidence

Moderate Evidence

Promising Evidence

Detail the Action

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

1. Lessons aligned to CCSS mathematical practices in all grade levels, incorporating technology as needed.
2. Incorporate reading, writing, and vocabulary development within math content (DOK levels) to emphasize problem solving; increase student discourse to integrate writing using academic math vocabulary.
3. Response to Intervention in classrooms to support students based on:
 - Scoring 1's on their BBF status check for First Grade
 - Interim Assessments
 - AC/teacher created assessments.
4. Instructional math lessons focus on these components:
 - Engaging students with grade-level problems
 - Mathematical practices and investigations
 - Provide opportunities for students to share, elaborate, justify, and question their work.

SMART Goals

1. By June 2018, a 5% increase on CAASPP Math of students Meeting/Exceeding CCSS Standard and an increase of one Index Point on the CORE Report.
2. By February 2018, a 20% increase from Interim ELA 1 to Interim ELA 2 in grades 1-6.
3. By June 2018, a 25% increase of students On/Above Grade level from BBF Status Checks in Quarter 1 to BBF Status Checks in Quarter 4 for First Grade.
4. By June 2018, an 60% increase of students on Mastery level in Math from KAIG 1 to KAIG 4.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- BBF Status Checks for First Grade
- Interim Assessments
- Common Formative Assessment created by site Accountable Communities

Owner(s):

- Teachers
- Accountable Communities
- Administrators

Timeline:

- A Math CFA every three weeks per quarter.
- After each Interim Assessments
- Quarterly for BBF Status Checks for First Grade

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Provide parent workshops on how to support their student learning of the basic math facts.
- Share Math Interim, AC/Teacher created CFAs and SBAC results during parent/teacher conferences
- Phone calls, notes, and memos home to parents
- Progress reports/Report cards
- Edutext
- Parent/Teacher Conferences
- Academic Recognition—Quarterly Award Ceremonies

Describe Related Professional Learning:

- Explore new math instructional strategies to enhance and strengthen instruction in classroom.
- Staff collaboration on instructional strategies that will support student learning basic math facts.
- Utilize district math coaches to support CCSS teaching strategies in classrooms.
- Continue professional learning on the Mathematical Practices and Shifts

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Teacher will implement CCSS instructional strategies learned from district coaches/site professional learning or from ACs.
- Student performance data will be reviewed by ACs to plan for next instructional steps and differentiate instructions to meet student needs.
- Recognize students who have made their math goal for the semester—Math Champions celebrations.
- Supplemental instructional supplies to meet the needs of the students from various vendors: Office Maxx, GW, Rochester 100, Oriental Trading, Lakeshores, etc...
- Supplemental Contracts for Common Core planning.
- Supplemental contract for classified personnel to support teachers and students with core curriculum materials.
- Math block for grades 1-6 will consist the following components: a) Go Math Learning Progression b)Number Talks c)Teaching Modeling, Guided, Independent
- Practice with focus on solving word problems, presentation, small group discourse
- Intervention as needed by classroom teachers/AC
- Understanding the problem:
 - a) State the problem in students' own words.
 - b) What is it asking the students to do or find?
 - c) What are the unknowns?
 - d) What information is in the problem?
 - e) What information is missing or not needed to solve math problems
 - f) Building math models to represent learning

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Utilize SDAIE strategies to support student learning.

Action # 5

Domain

1. Academic Performance

2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
48 - Attendance rate	94	95	Other - Please specify within action
5942 - Chronic absenteeism rate	13	12	Other - Please specify within action
843 - Out of school suspension rate	3.9	3	Other - Please specify within action

New-Action

On-going

Reasoning:

Strong Evidence

Moderate Evidence

Promising Evidence

Detail the Action

Child Welfare and Attendance staff member will collaborate with Attendance Clerk, Office Manager, Teachers and Administrators to reduce chronic absenteeism and improve the attendance rate through the following:

- School-wide incentive for perfect attendance, most improved attendance rate.
- A2A Parent and Student meetings.
- Focus grade levels: TK and Kindergarten parent orientation on how important attendance is for academic growth.
- Focus subgroup: Hispanic/Latino
- A health aide will be provided to support students' well-being.
- Upon enrollment, new students will get an orientation on the extra

Implement a PreK-6th grade behavior management structure to reduce suspension rates and office referrals.

- Implement school-wide CHAMPS procedures to decrease distractions for all learners and enhance campus safety for all students.
- School-wide implementation of weekly Class Meetings and Second Step program to increase positive interactions with students to students, staff to students, and students to staff.
- Peer Mediators will be implemented to moderate negative behaviors of students resulting in fewer conflicts with staff and other students.
- Provide radios for teachers on supervision and high risk classrooms.
- Anti-bully curriculum
- Safety Assemblies 2x a year, Fall (August) and Winter (January)
- Positive behavior management with emphasis on two subgroups: African American and Hispanic
- Positive behavior modification plan for students who are at risk/chronic misbehaviors.

SMART Goals

Attendance and Chronic Absenteeism Rate:

- By June 2018, EOY chronic absenteeism will decrease by 1%, and attendance rate will improve by 1% from 94% to 95%.

Out of school suspension rate:

- By June 2018, EOY suspension rate will be sustained at 3% or lower.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

ATTENDANCE AND CHRONIC ABSENTEEISM RATE:

- Print Perfect Attendance report every three weeks to celebrate students.
- Bi-weekly A2A parent meetings
- Daily Reports by teachers
- Utilize SQI Chronic Attendance Indicators

OUT OF SCHOOL SUSPENSION RATE:

Monthly data report from the following tools:

- Office Referrals
- Suspension Rates
- # of SSTs for Behavior

Other tools considered:

- Staff survey results
- Parent Surveys
- Student Surveys
- SEL Surveys

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Child Welfare Attendant meeting with students and parents
- Bi-weekly A2A parent meetings with students and parents.
- Back to School
- Attendance/behavior meetings with identified students with attendance/behavior concerns to set up a plan for success
- PreK-Kindergarten Orientation
- Monthly School Messenger going home to encourage attendance.
- Progress reports/Report cards
- Phone calls, Notes, Memos
- SSTs
- Parent/Teacher conferences
- Parent University
- ELAC
- SSC

Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):

ATTENDANCE AND CHRONIC ABSENTEEISM RATE:

Owner(s):

- Teachers
- CWA
- Office Manager
- Attendance Clerk
- Vice Principal
- Principal
- NTAs

Timeline:

- Every three weeks, print out Perfect Attendance Report.
- Monthly Report
- Quarterly Report

Describe Related Professional Learning:

- Provide teachers with strategies on supporting students who have chronic absences.
- Review Viking handbook at the beginning of the school year with staff re: new procedures and existing procedures
- Social/Emotional Training for staff
- Safe and Civil monthly training for NTAs

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Parent workshops through Parent University/ELAC meeting.

- Incentive for students with perfect attendance through the various vendors: Oriental Trading Company, GW, SaveMart, Office Max, etc...
- Child Welfare Attendant meetings with students and parents
- Bi-weekly A2A parent meetings with students and parents.
- Recognize students with perfect attendance during quarter awards.
- Health Aide to support students' well being
- Classroom teachers calling home to students with chronic absences.
- Award assemblies
- Supplemental instructional supplies to improve attendance rate.
- Parent communication—stamps
- Supplemental contract for classified office support.
- Provide childcare for parent meetings.

OUT OF SCHOOL SUSPENSION RATE:

- Peer mediation system will be implemented; peer mediators will be trained for grades 4-6.
- Incentives for students reducing referral percentage—Oriental Trading Company, Office Max, Alpha T-Shirt, Impress Printing, First String, etc...
- PreK-6th implementation of weekly Class Meetings.
- PreK-6th implementation of weekly Second Step lessons.
- School-wide safety assemblies twice a year, August and January.
- Quarterly review of behavior and dress code in classrooms.
- Counseling services provided on site.
- Provide Character Counts, Safe and Civil procedures, and intra-mural sports during morning and lunch recess.
- Supplemental contracts for coordinating, training, and supervising Peer Mediators
- Supplemental Contracts for site monthly trainings for NTAs on Character Counts initiative and Safe and Civil procedures.
- Supplemental contracts for 2 extra NTAs for intra-mural extra-curricular activities.

Viking Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
5	2	Title 1 Basic	Health Services	Classified Support-Regular	Assistant, Health	0.3750			\$	10,912.00
5	2	Sup & Conc	Instructional Supervision & Administration	Clerical, Technical & Office-Sup				Classified Supplemental Contract Office Support	\$	3,616.00
5	2	Title 1 Basic	Parent Participation	Classified Support-Supplemental				Childcare for Parent Meetings	\$	361.00
5	2	Sup & Conc	Parent Participation	Communications				Stamps for parent communications	\$	100.00
Total									\$	14,989.00

Action # 6

Domain

1. Academic Performance

2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
2080 - Students engaged in a goal 2 activity	4	6	Other - Please specify within action
7133 - Elementary students growth mindset survey results for questions 10-13	66	76	On-Site Counseling/FPU
7134 - Elementary students self-efficacy survey results for questions 14-17	53	63	On-Site Counseling/FPU

New-Action

On-going

Reasoning:

Strong Evidence

Moderate Evidence

Promising Evidence

Detail the Action

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

SMART Goals

By June 2018, the percentage of students involved in Goal 2 Activities will increase by 2%.

By June 2018, there will be an increase of 10% on the student surveys for Positive Responses in the areas of Self-Efficacy and Growth Mindset.

By June 2018, there will be an increase of 5% or a 90% overall satisfactory on the parent survey.

By June 2018, there will be an increase of 5% or a 85% overall satisfactory on the staff survey in the area of School Connectedness.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- Student participation rate in various extra-curricular activities, Goal 2.
- Responses on the student, parent, and staff surveys in the Spring of 2018.
- Parent participation rate on in the library on Thursday nights.
- Percentage of parents participating in Back to School night.
- Young Authors' Night—percentage of parent participation
- Parent/Teacher Conferences

Owner(s):

- Administration
- Teachers

Timeline:

- Quarterly data for Student Engagement
- Yearly data for parent surveys and student surveys

Explain the Targeted Actions for Parent Involvement (required by Title I):

Opportunities will be created for parent involvement through the following events (childcare will be provided as needed):

- School Site Council
- ELAC meetings
- Title 1 Meeting
- Back to School
- Open House
- Parent University
- Young Authors' Night
- Parent Involvement Policy
- Parent/School Compact
- Parent Volunteer Dinner—Honoring all parents/community members volunteers
- Parent/Teacher Conferences
- Reading Challenge
- Talent Show
- Winter/Spring Music Program
- School Carnival
- Title I Parent Meeting
- Provide parent workshops for the following: a) Make and Take Activities b) Strategies to help struggling readers
- Music Program
- Family Reading Night
- PTA
- Supplemental contract will be provided for library tech to extend library hours for students and parents to use to encourage family literacy-one hour after school hours.
- Parent Involvement Policy
- Parent/School Compact
- Quarterly Award Assemblies
- Monthly Student of the Month Recognition
- Bi-yearly Block V Award Ceremony
- Parent instructional supplies for parent events

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Supplemental Instructional Supplies for parent events/student engagement activities: Double Play, SaveMart Stores, Alpha T-Shirts, Impress Printing, etc...
- Supplemental contracts for coordinating, training, and supervision of various Goal 2 Activities/Parent engagement activities: Viking Eco Gardening Club, Yugio Club, Peer Mediators, Student Council /Student Leadership, Library Helpers, etc...
- Awards and incentives to encourage participation, attendance, and foster school spirit.
- Award Ceremonies: Quarterly Award, Student of the Month, Block V, Sports
- Peach Blossom
- Cultural Field Trips
- Talent Show
- Intra-mural sports: Basketball, Cross Country, Softball, Volleyball, etc...

Describe Related Professional Learning:

- PL on various ways students and parents can participate and engage in school events.
- Parent workshops provided by Parent University

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Student engagement data by subgroups will be monitored by SQII indicators to target students needing to be encouraged to participate in Goal 2 activities.

- Movie Night
- Walk-A-Thon
- Red Ribbon Week
- Math Champion Celebration
- Reading Challenge Celebration
- Music: 4th-6th
- ASES
- Second Step
- Class Meetings
- Kids' Day
- Peer tutoring
- Winter/Spring Programs
- Counseling will be provided for students who are emotional at risk.
- Supplemental contracts for childcare for parent events
- Ricoh--lease copier for parent events
- Graphics for parent/student recognition events
- Supplemental contracts for translators for parent events
- Supplemental contract provided for library tech to extend library hours for students and parents to encourage family literacy as well as access to technology for academic related work.

Viking Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
6	2	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Teacher Supplemental for Goal 2	\$ 5,922.00	
6	2	Sup & Conc	Other Pupil Services	Other Classified-Supplemental				Two extra NTAs for student safety	\$ 10,848.00	
6	2	Title 1 Basic	Parent Participation	Direct-Graphics (Dr)				Graphic: Awards, Parent Handbooks	\$ 2,000.00	
6	2	Sup & Conc	Guidance & Counseling Services	Prof/Consulting Svc & Operating			On-Site Counseling/FPU	Counseling Contract	\$ 17,000.00	
6	2	Title 1 Basic	Guidance & Counseling Services	Direct-Other (Dr)				Counseling Evaluation Fee	\$ 350.00	
6	2	Title 1 Basic	Instruction	Office Equipment Lease				Ricoh office copier lease	\$ 1,900.00	
								Total	\$ 38,020.00	

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0465 Viking Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Mat & Supp			: Instructional Supplies	34,401.00
1	1	Title 1 Basic	Parent Participation	Mat & Supp			Instructional and other supplies for parent events	2,000.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Teacher Substitutes: SSTs, Assessments, Planning, PL	11,621.00
1	1	Sup & Conc	Instruction	Ins Aide-Sup			Classified Supplemental Contract for Core Instructional Curriculum	1,808.00
1	1	Sup & Conc	Instruction	Mat & Supp			: Instructional Supplies	42,294.00
1	1	Sup & Conc	Instruction	Direct-Maint			Computer Maintenance	1,000.00
1	1	Sup & Conc	Instruction	Direct-Graph			Graphic for instructional supplies	1,000.00
1	1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Sup			Classified Supplemental: Tech.& Instructional Curriculum Support	13,257.00
1	1	LCFF: EL	Instructional Library, Media & Te	Cls Sup-Sup			Classified Supplemental: Extending library hours	4,820.00
2	1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental for Intervention	80,523.00
2	1	Sup & Conc	Instruction	Bks & Ref			Intervention materials; Site Licenses/ Subscriptions	2,000.00
3	1	LCFF: EL	Instruction	Teacher-Supp			Teacher Supplemental EL Intervention & ELD Instruction	26,052.00
3	1	LCFF: EL	Instruction	Mat & Supp			: Instructional Supplies	6,531.00
3	2	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	2,000.00
3	2	LCFF: EL	Parent Participation	Oth Cls-Sup			Translators for Parent Conferences	602.00
5	2	Title 1 Basic	Parent Participation	Cls Sup-Sup			Childcare for Parent Meetings	361.00
5	2	Title 1 Basic	Health Services	Cls Sup-Reg	Assistant, Health	0.375		10,912.00
5	2	Sup & Conc	Instructional Supervision & Admir	Cl&Tech-Sup			Classified Supplemental Contract Office Support	3,616.00
5	2	Sup & Conc	Parent Participation	Communicatio			Stamps for parent communications	100.00
6	2	Title 1 Basic	Instruction	Off Eq Lease			: Ricoh office copier lease	1,900.00
6	2	Title 1 Basic	Parent Participation	Direct-Graph			Graphic: Awards, Parent Handbooks	2,000.00
6	2	Title 1 Basic	Guidance & Counseling Services	Direct-Other			: Counseling Evaluation Fee	350.00
6	2	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental for Goal 2	5,922.00
6	2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			On-Site Counseling/FPU : Counseling Contract	17,000.00
6	2	Sup & Conc	Other Pupil Services	Oth Cls-Sup			Two extra NTAs for student safety	10,848.00

\$282,918.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$51,924.00
Sup & Conc	7090	\$190,989.00
LCFF: EL	7091	\$40,005.00
Grand Total		\$282,918.00

Domain Totals	Budget Totals
Academic	\$227,307.00
SEL / Culture & Climate	\$55,611.00
Grand Total	\$282,918.00