

Viking Elementary

10621666006530

Principal's Name: Christie Yang

Principal's Signature:

A handwritten signature in blue ink that reads "Christie Yang". The signature is written in a cursive style with a long, sweeping tail on the "y".

The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing 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 Four District Goals supporting the expectation 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.

Consolidated Program Assurances



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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Christie Yang	X				
2. Chairperson -Michael McMinassian				X	
3. Teacher—Jeanette Rivera		X			
4. Teacher— Lisa De Orian		X			
5. Teacher—Lisa Jordan-Smith		X			
6. Classified Other Staff —Radonna Higgins			X		
7. Parent — Katie Dyer				X	
8. Parent —Southip McMinassian				X	
9. Parent —Martha Bishop				X	
10. Parent—Michael Clark				X	
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Christie Yang		March 20, 2019
SSC Chairperson	Michael McMinassian		March 20, 2019

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2019/20

Viking - 0465

ON-SITE ALLOCATION

3010	Title I	\$66,270 *
7090	LCFF Supplemental & Concentration	\$242,968
7091	LCFF for English Learners	\$33,147
		\$342,385
TOTAL 2019/20 ON-SITE ALLOCATION		\$342,385

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$2,115
Remaining Title I funds are at the discretion of the School Site Council	\$64,155
Total Title I Allocation	\$66,270

Assurances for Targeted Support Improvement (TSI)

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

- ❖ Additional resources (human capital) available in a “menu of options” for the site team to access to support areas of focus.

- ❖ Professional learning for site leaders and teachers focused on TSI identified student group.

- ❖ Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

Viking Elementary 2019-2020 - School Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	38.728 %	40.26 %	2017-2018	47.26 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	33.575 %	30.184 %	2017-2018	37.184 %
SBAC ELA Distance from Level 3 (Students w/Disabilities)		-97.6 pts	2017-2018	-82.6 pts
SBAC Math Distance from Level 3 (Students w/Disabilities)		-104.6 pts	2017-2018	-89.6 pts

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

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

Viking made an overall growth from to 31.60% to 40.26% in ELA from 2016-2017 to 2017-2018, a growth of 8.66%. The overall Average Scale Score growth was 13.8 in ELA. The key factor that contributed to this growth is the school-wide implementation of a comprehensive ELA program that aligns to the CCSS (Common Core State Standards). ELA instructional strategies utilized integrate all core content areas to increase reading levels for all students, so that "Every child can and must learn at grade level and beyond" and "Move a minimum of a grade level per year".

1) Establish and maintain an environment that encompasses a structure that is conducive to learning by implementing the following procedures and curriculum:

- CHAMPS
- Class Meetings
- Second Steps
- Classroom Incentives
- School Wide Incentives
- Growth Mindset
- Collaboration Conversations--Academic Discourse

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

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

ELA SBAC Results Student Groups:

Students with Disabilities:

Overall SBAC scores for Student with Disabilities in ELA decreased from 10% Met/Exceeded to 5.9% Met/Exceeded, a drop of -4.1%. The overall Average Scale Scores also dropped by -13.8 pts.

Key factors that may have contributed to low performance for our Students with Disabilities:

1. Attendance: Viking's overall chronic absenteeism is at 18%. Our SWD student group's chronic absenteeism rate is at 20 %.
2. Low reading proficiency in all grade levels. AC teams will continue to improve instructional support and provide intervention through the RTI process for this subgroups. Teachers will continue to work with resource specialists to support student achievement.
3. Insufficient resources support, since the ratio of students to teacher in our Resource program was significantly high. The lack of personnel in our Resources program made it difficult to progress monitor our students in a timely manner and collaborate with assigned teacher to design instruction that will meet the

- Warriors' Promise
- Daily "Words of Wisdom"
- Utilizing Talk Moves during Academic Discourse

2) Utilizing the GVC (Guaranteed Viable Curriculum) to provide students with challenging content in all classrooms 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.

3) Frequent monitoring of student progress throughout the year with the CCI (Cycle of Continuous Improvement) process, utilizing data and student work samples to calibrate and set criteria for success for the following Four Strands of Standards: Reading Standards: a) Literature b) Informational Text c) Foundational Skills and d) Writing Standards. The purpose of the frequent progress monitoring is to measure individual teacher and AC SMART Goals towards 1st and 2nd district ELA Interim and SBAC.

- Analyze site CFAs and district CFAs throughout the year to plan for re-engagement and next steps in the context of the Four Grounding Questions: a) What do we want our students to learn? b) How do we know they've learned it? c) How will we respond if they didn't learn it? d) How will we respond if they already learned it? Teachers are utilizing Illuminate and Wonders Assessments to get quick data to pivot instruction throughout the week vs. paper/pencil assessment.
- Teachers are required to implement checking for understanding strategies throughout the lessons utilizing quick whiteboard responses, exit ticket, group work, and note taking strategies.

4) Viking provides a 3 Tier Response to Intervention approach to literacy development for students:

- 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 for ALL students.
- 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.
- Tier 3 provides opportunities for flexible small group setting instruction provided by resource specialists to target IEP goals.

5) Other support systems to improve academic achievement:

- Stationary/Mobile Computer Lab for students to gain access to ELA GVC (Guaranteed Viable Curriculum) through the implementation of FUSD Technology Scope and Sequence Standards. Students are utilizing Teams to respond to writing prompts to get quick feedback from teachers.
- Supplemental classified support for computer lab time for primary grades. Computer lab time instruction focus on keyboarding and computer literacy, to support success on DRP, Interim Assessments, and CAASPP. Computer lab instruction integrates FUSD Technology Standards and research and writing for primary grades.
- 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 utilizing the CCI process (Cycle of Continuous Improvement).

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

Viking made an overall growth in SBAC from 26.7% to 30.3% from 2016-2017 to 2017-2018. The key factor for the 3.6% growth is a school-wide implementation of CCSS Math to ensure the following:

needs of the students.

4. Core curriculum are not being taught when students are being pulled for small groups from Resource Specialists. Other curriculum are being implemented during this time, such as SRA

African American:

2016-2017 17% Met/Exceeded Standards on SBAC 2018-2019 11.5% , a decrease in 5.5%.

Key factors that may have contributed to the disproportionality for our African American student group are:

1. Attendance-- Viking's overall chronic absenteeism is at 18%. Our African American subgroup's chronic absenteeism rate is at 23.2%.
2. Low reading proficiency in all grade levels. AC teams will continue to improve instructional support and provide intervention through the RTI process for this subgroups. Teachers will continue to work with resource specialists to support student achievement.
3. Lack of motivation.
4. Lack of knowledge with basic math fact

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

Math SBAC Results Student Groups:

Students with Disabilities:

Overall SBAC scores for Student with Disabilities in Math decreased from 8.7% Met/Exceeded to 6.2% Met/Exceeded, a drop of -2.5%. The overall Average Scale Scores also dropped by -26.9 pts

Key factors that may have contributed to low performance for our Students with Disabilities:

1. Attendance: Viking's overall chronic absenteeism is at 18%. Our SWD subgroup's chronic absenteeism rate is at 20%.
2. Low reading proficiency in all grade levels. AC teams will continue to improve instructional support and provide intervention through the RTI process for this subgroups. Math SBAC requires reading proficiency in certain portion of the math assessment.
3. Insufficient resources support, since the ratio of students to teacher in our Resource program was significantly high. The lack of personnel in our Resources program made it difficult to progress monitor our students in a timely manner and collaborate with assigned teacher to design instruction that will meet the needs of the students.
4. Core Math curriculum are not being taught when students are being pulled for small groups from Resource Specialists.
5. Lack of knowledge with basic math facts. Teachers will continue to work with resource specialists to support student achievement.

African American:

2016-2017 33% Met/Exceeded Standards on SBAC 2018-2019 16.7% , a decrease in 16.6%.

Key factors that may have contributed to the disproportionality for our African American student group are:

1) Establish and maintain an environment that encompasses a structure that is conducive to learning by implementing the following procedures and curriculum:

- CHAMPS
- Class Meetings
- Second Steps
- Classroom Incentives
- School Wide Incentives
- Growth Mindset
- Collaboration Conversations--Academic Discourse
- Warriors' Promise
- Daily "Words of Wisdom"
- Utilize Talk Moves during Academic Discourse

2) Provide math instruction that reflects the shifts as required by the CCSS (Common Core State Standards) Mathematics to ensure students are receiving "instructional practices that allow all students to learn the content of the lesson" in the three mathematical domains: a--Concepts and Procedures b--Problem Solving and Modeling & Data Analysis c--Communicating Reasoning

- Align lessons to the CCSS Mathematical practices in all grade levels by utilizing the GVC--Go Math.
- Incorporate technology from GVC--Go Math.
- Incorporate reading, writing, and vocabulary development within math content to emphasize problem solving and increase student discourse to integrate writing using academic math vocabulary.
- Response to Intervention in classrooms to support students based on grade/site/district CFAs.

3) Frequent monitoring of student progress throughout the year (CCI), utilizing data and student work samples to calibrate and set criteria for success to measure individual teacher and AC SMART Goals for 1st and 2nd district Math Interim Assessments.

- Analyze site CFAs and district CFAs throughout the year to plan for re-engagement and next steps in the context of the Four Grounding Questions: a) What do we want our students to learn? b) How do we know they've learned it? c) How will we respond if they didn't learn it? d) How will we respond if they already learned it?
- Assessments are created from Go Math and Illuminate to get quick data from students so teachers can pivot instruction,

4) Other support system of structure to improve academic achievement:

- Stationary/Mobile Computer Lab for Students to gain access to Math GVC through the implementation of FUSD Technology Scope and Sequence Standards. Supplemental classified support for computer lab time for primary grades, Computer lab time instruction focus on keyboarding and computer literacy, to support success on Interim Assessments, and CAASPP.
- 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 CCSS Mathematical Practicals/Shifts.
- District support through Math Coaches for instructional planning and delivery, utilizing Focusing and Funneling Strategies (Improvement Science Process).

SBAC ELA Distance from Level 3 (Students w/Disabilities)

Overall SBAC scores for Student with Disabilities in ELA decreased from 10% Met/Exceeded to 5.9% Met/Exceeded, a drop of -4.1%. The overall Average Scale Scores also dropped by -13.8 pts. SBAC results for the 4 ELA Domains from 2016-2017 to 2017-2018 are as follows:

1. Attendance-- Viking's overall chronic absenteeism is at 18%. Our African American subgroup's chronic absenteeism rate is at 23.2%.

2. Low reading proficiency in all grade levels. Math SBAC Assessment requires reading comprehension in some of the math sections. AC teams will continue to improve instructional support and provide intervention through the RTI process for this subgroups. Teachers will continue to work with resource specialists to support student achievement.

3. Lack of motivation.

4. Lack of knowledge with basic math fact

SBAC ELA Distance from Level 3 (Students w/Disabilities)

Redesignation Rate: From 2016-2017 to 2017-2018

From 11.2% to 26%, a of growth of +14.8%.

SBAC Scores: 14.7% to 22.2%, a growth of +7.5%

There are 8 EL students in the student group Student with Disabilities. One key factor that may have contributed to the low performance is that these students have more than one challenges. They have a challenge in processing along with the English language deficiency, which makes it more difficult for them to perform well on a grade level standardized assessment.

SBAC Math Distance from Level 3 (Students w/Disabilities)

Redesignation Rate: From 2016-2017 to 2017-2018

From 11.2% to 26%, a growth of +14.8%.

SBAC Scores: 13.2% to 21.8%, a growth of +8.6%

There are 8 EL students in the student group Student with Disabilities. One key factor that may have contributed to the low performance is that these students have more than one challenges. They have a challenge in processing along with the English language deficiency, which makes it more difficult for them to perform well on a grade level standardized assessment.

1. Reading Domain: 32.5% to 41.2%, an increase of +8.7% Met/Exceeded.
2. Writing Domain: 22.5% to 20.6%, a decrease of -1.9% Met/Exceeded.
3. Listening Domain: 47.5% to 47.1%, a decrease of -.04 % Met/Exceeded.
4. Research Inquiry: 50% to 32.4%, a decrease of -17.6% Met/Exceeded.

Grade Level SBAC:

3rd: From 12.5% to 0%, a decrease of -12.5%

4th: From 16.7% to 0%, a decrease of -16.7%

5th: From 0% to 7.7%, an increase of +7.7%

6th: From 7.1% to 16.75, an increase of +9.6%

One of the key factor to the decrease in students Met/Exceeded may have been contributed from insufficient resources support, since the ratio of students to teacher in our Resource program was significantly high. The lack of personnel in our Resources program made it difficult to progress monitor our students in a timely manner and collaborate with assigned teacher to design instruction that will meet the needs of the students.

SBAC Math Distance from Level 3 (Students w/Disabilities)

Overall SBAC scores for Student with Disabilities in Math decreased from 8.7% Met/Exceeded to 6.2% Met/Exceeded, a drop of -2.5%. The overall Average Scale Scores also dropped by -26.9 pts. SBAC results for the 3 Math Domains from 2016-2017 to 2017-2018 are as follows:

1. Problem Solving and Modeling & Data: 37% to 34.4%, a decrease of -2.6% Met/Exceeded.
2. Concepts and Procedures: 30.4% to 15.6%, a decrease of -14.8% Met/Exceeded.
3. Communication Reasoning: 45.7% to 28.1%, a decrease of -17.6 % Met/Exceeded.

Grade Level SBAC:

3rd: From 12.5% to 0%, a decrease of -12.5%

4th: From 13.3% to 20%, an increase of 6.7%

5th: From 0% to 0%

6th: From 6.7% to 0%, a decrease of -6.7%

One of the key factor to the decrease in students Met/Exceeded may have been contributed from insufficient resources support, since the ratio of students to teacher in our Resource program was significantly high. The lack of personnel in our Resources program made it difficult to progress monitor our students in a timely manner and collaborate with assigned teacher to design instruction that will meet the needs of the students.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Goal 1: All intended actions were implemented and budget expenditures were allocated for the actions described in Goal 1's actions with the exception of one. The intended implementation that did not surface this year was math

tutoring, due to lack of budget. More and frequent progress monitoring for our Students with Disabilities and African American was an intended action, however, it was not enough progress monitoring specifically targeting the two student groups.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Changes/Additions:

Goal 1: All actions from 2018-2019 will continue for 2019-2020. In addition to the actions, digital reading software programs such as i-Ready, Moby Max, etcl will be added for RTI, in support of Students with Disabilities. The additional services will be under CCI for progress monitoring and RTI section.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

School Site Council members has held multiple meetings to review the following information:

- 1) Viking data reviewed:
 - 2017-2018 SBAC results
 - 2017-2018 and 2018-2019 Interim 1 and 2 Assessments
 - SMART Goals for SBAC for 2018-2019
 - State Data Dashboard and TSI Status
 - Current SPSA Actions and allocations for 2018-2019
- 2) Reviewed 2018-2019 SPSA and budget allocations and proposed 2019-2020 SPSA and budget allocations, with an emphasis on Student Group TSI Status Students with Disabilities.
- 3) School Site Council Members' input/feedback:
 - a) Agreed to allocate budget for i-Ready, Moby Max or any other software program to help with progress monitoring and intervention.
 - b) Agreed to allocate budget to increase social/emotional support for students--counseling.
- 4) Tentative approval of 2019-2020 SPSA and budget allocations.

2 ELAC:

Meeting was held with our ELAC members. The following information was presented to our ELAC members.

- 1) Viking data reviewed:
 - 2017-2018 SBAC results
 - 2017-2018 and 2018-2019 Interim 1 and 2 Assessments
 - SMART Goals for SBAC for 2018-2019
 - State Data Dashboard and TSI Status
 - Current SPSA Actions and allocations for 2018-2019
- 2) Reviewed 2018-2019 SPSA and budget allocations and proposed 2019-2020 SPSA and budget allocations.
- 3) ELAC's input/feedback:
 - ELAC members would like to have more hours for After School Tutoring or homework club. All other actions are satisfactory to members.
- 4) Tentative approval of 2019-2020 SPSA and budget allocations.

3 Staff:

Staff has met multiple meetings to review the following information:

- 1) Viking data reviewed:
 - 2017-2018 SBAC results
 - 2017-2018 and 2018-2019 Interim 1 and 2 Assessments
 - SMART Goals for SBAC for 2018-2019
 - State Data Dashboard and TSI Status
 - Current SPSA Actions and allocations for 2018-2019
- 2) Reviewed 2018-2019 SPSA and budget allocations and proposed 2019-2020 SPSA and budget allocations.
- 3) Staff input/feedback:
 - a) Would like to see more students receive counseling services,
 - b) Staff proposal continuing of having a classified person work with students who are Tier 2, students who needs social skills.
 - c) Safety concerns for physical school environment--easy access to school campus, which can affect the social/emotional side for students and staff.
 - Agreed to allocate budget to progress monitoring and intervention software program such as i-Ready, Moby Max, etc...
- 4) Tentative approval of 2018-2019 SPSA and budget allocations.

Action 1

Title: Viking Comprehensive ELA Program

Action Details:

Viking made an overall SBAC (Smarter Balanced Assessment Consortium) growth from 31.60% to 40.26% in ELA from 2016-2017 to 2017-2018, resulting in an increase of 8.66% overall in students Meeting/Exceeding Standards. The overall Average Scale Score growth in ELA was 13.8. School-wide implementation of a comprehensive ELA program that aligns to the CCSS (Common Core State Standards) is a requirement in all classrooms. ELA instructional strategies utilized integrate all core content areas to increase reading levels for all students. So that, "Every child can and must learn at grade level and beyond" and "Move a minimum of a grade level per year". The comprehensive ELA program consists of daily Tier I ELA instruction on grade level, utilizing district core adopted curriculum, within the 120 minute block which includes whole and small group for differentiation. Viking's comprehensive ELA program consists of the following balanced literacy components to ensure that all students receive quality instruction.

1) Establish and maintain an environment that encompasses a structure that is conducive to learning by implementing the following procedures and curriculum:

- CHAMPS
- Class Meetings
- Second Steps
- Classroom Incentives
- School Wide Incentives
- Growth Mindset
- Collaboration Conversations--Academic Discourse
- Warriors' Promise
- Daily "Words of Wisdom"
- Utilizing Talk Moves during Academic Discourse

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

- Comprehension Skills through Close Read process: a) Identifying Key Words and Signal Words b) Look for Similarities and Differences in texts c) Causes and Effect d) Making Inferences e) Defining Words and Rewording Ideas.
- Aligning text complexity to the appropriate tasks during the lesson which will lead to opportunities for students to integrate reading, writing, speaking and listening, and/or language standards in building comprehension.
- Instructional lessons are planned intentionally to sequence building knowledge and deepen students' comprehension of the text through the task.
- Computer lab instruction integrates FUSD Technology Standards and research and writing for primary grades.
- PLI structure and process will be utilized to differentiate core instruction in grades 1-6.

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

- Calibration to set anchor papers for each grade level and each genre. A "Cold Write" Writing Sample is given the 2nd week of school and one every quarter for grades K-6.
- Analyze site Common Formative Assessments (CFAs) and district CFAs throughout the year to plan for re-engagement and next steps in the context of the Four Grounding Questions: a) What do we want our students to learn? b) How do we know they've learned it? c) How will we respond if they didn't learn it? d) How will we respond if they already learned it?
- Reading software programs such as i-Ready, MobyMax, etc...will be added as another progress monitor tool to support student achievement.
- All students and teachers will be engaged in goal setting throughout the year, including SPED teachers.
- All teachers will engage in data CCI collaboration meeting with Admin, including SPED teachers, and plan for next instructional steps.
- RSP and Regular Education teachers will work together to support instruction and clarify/reteach standards as needed based on formative assessments.
- Teachers and staff members on Climate and Culture Team and ILT are a PLC and need to be included in analyzing CFA/Interim/Survey data on an ongoing basis and problem solve actions to address students needs.
- IABs will be utilized as another measurement in the CCI process for teachers in grades 3-6.

4) Viking provides a Multi-Tiered System of Support (MTSS) approach to literacy development for students:

- 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 for ALL students. Grades 1-6 will implement PLI during ELA Core block to differentiate learning in Tier 1. ACs will create, administer, and monitor formative assessments between district interim assessments. IPG Tenet 1-3 will be implemented in all classrooms.

- Tier 2 provides opportunities for deployment among Accountable Communities and flexible small groupings in classrooms to differentiate instruction based on students' academic needs, with support from push in tutors or pull out process. Computer reading software program such as i-Ready, Moby Max, etc...will be utilized to diagnosis, progress monitor, and provide targeted intervention lessons that aligns to students' diagnostic assessments.
- Tier 3 provides opportunities for flexible small group setting instruction provided by resource specialists. Computer reading software program such as i-Ready, Moby Max, etc...will be utilized to diagnosis, progress monitor, and provide targeted intervention lessons that aligns to students' diagnostic assessments.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Data are collected and analyzed individually and shared out in AC. ACs plan for next steps and RTI to address student academic needs. Progress monitoring process will be kept on a data matrix by each teacher to measure individual teacher (GE and SPED teachers) and AC SMART Goals toward 1st and 2nd district Interim Assessment, California Assessment of Student Performance & Progress (CAASSPP), and Degree of Reading Power (DRP) SMART goals. TK and K grades will utilize the Kindergarten Assessment of Individual Growth (KAIG) and TK-KAIG as measurements.

- ELACFA's (Common Formative Assessments) every three weeks for grades 1st -6th, utilizing the Guaranteed Viable Curriculum (GVC) assessments.
- Illuminated platform assessments, IABs, or Accountable Community (AC) created assessments.
- Teachers are utilizing Illuminate and Wonders Assessments to get quick data to pivot instruction throughout the week vs. paper/pencil assessment.
- Teachers are required to implement checking for understanding strategies throughout the lessons utilizing quick whiteboard responses, exit ticket, group work, and note taking strategies.
- Students are utilizing Teams to respond to writing prompts to get quick feedback from teachers.
- Computer reading software program such as i-Ready, Moby Max, etc...will be utilized to diagnosis, progress monitor, and provide targeted intervention lessons that aligns to students' diagnostic assessments for grades 2-6. Software will be provided for all students with emphasis in Students with Disabilities and African American student groups.

Owner(s):

- Accountable Communities
- Resource Specialist--Students with Disabilities
- Administrators

Timeline:

AC created--3 Formative Assessments per quarter.

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

Writing Samples:

Grades K-6th will give a "cold write" writing sample within the first two weeks of school to be analyzed by individual teachers based on AC generated writing rubric. Student results shared out in ACs for further planning for the school year. Writing samples will be given each quarter to progress monitor student writing, with emphasis on Students with Disabilities and African American Student Groups.

Kindergarten:

- BAS Assessments will be given to Kindergarten students, starting 2nd-4th quarter.
- Essential Standards will be selected per quarter, AC will create CFA's to measure the essential standards. Scores will be kept on a matrix to track student progress in addition to KAIG data.

1st Grade:

- BAS Assessments and Fluency Assessments will be given to students at every quarter to measure reading levels.
- Essential Standards will be selected per quarter, AC will create CFA's to measure the essential standards. Scores will be kept on a matrix to track student progress. CFA's will measure reading comprehension.

2nd Grade:

- BAS Assessments will be given to students, starting 2nd-4th quarter to measure reading levels.
- Essential Standards will be selected per quarter, AC will create CFA's to measure the essential standards. Scores will be kept on a matrix to track student progress. CFA's will measure reading comprehension.
- Reading software diagnostic assessments will be utilized in addition to BAS and CFA's to plan for next steps in differentiating instruction.

3rd Grade:

- BAS Assessments will be given to students, starting 2nd and 4th quarter to measure reading levels.
- Essential Standards will be selected per quarter, AC will create CFA's to measure the essential standards. Scores will be kept on a matrix to track student progress. CFA's will measure reading comprehension.
- Reading software diagnostic assessments will be utilized in addition to BAS and CFA's to plan for next steps in differentiating instruction.

4th-6th Grades:

- Essential Standards will be selected per quarter, AC will create CFA's to measure the essential standards. Scores will be kept on a matrix to track student progress. CFA's will measure reading comprehension.
- Reading software diagnostic assessments will be utilized in addition to BAS and CFA's to plan for next steps in differentiating instruction.

Owner(s):

- Accountable Communities
- Resource Specialist --Student with Disabilities

Timeline:

5 writing samples throughout the year:

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

AC created--3 Formative Assessments per quarter.

BAS--1 per quarter

Reading Software Diagnostic will be given 3 times per year, Beginning, Middle, and End of year to measure growth.

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

Student with Disabilities and African American Student Groups:

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

Owner(s):

- Individual Teachers
- Accountable Communities
- Resource Specialist--Students with Disabilities

Timeline:

- BAS scores for 1st grade will be every quarter. Anecdotal notes as needed for instructional change to meet the needs of the students. For grades 2nd-3rd, BAS scores for 1st quarter, 2nd quarter, and 4th quarter.
- BAS scores for Kindergarten will be 2nd, 3rd, and 4th quarter (district benchmarks). KAIG will be every quarter. Anecdotal notes as needed for instructional change to meet the needs of the students.
- T-KAIG will be 3 trimester. Anecdotal notes as needed for instructional change to meet the needs of the students.
- Reading Software Diagnostic will be given 3 times per year, Beginning, Middle, and End of year to measure growth.

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

1) Viking provides a Multi-Tiered System of Support (MTSS) approach to literacy development for all students. Students will be identify and grouped according to needs through various assessments: ELPAC, SBAC, Interim 1 and 2, BAS, and site CFAs. Small group instruction will vary based on assessments. Structure for RTI will be fluid.

- Tier 1 services will focus on CCSS implementation of literacy standards in the four strands for all students: a- Reading Standards: Literature Informational Text Foundational Skills b- Writing Standards c- Speaking and Listening Standards d- Language Standards. Teachers will differentiate instruction for all students based on the needs of the students through the different levels of DOK during Tier I instruction. Teachers will utilizing the PLI structure and process to differentiate student learning during ELA Core block, consisting these components during PLI: Whole Group Instruction, Small Group Instruction, Independent, and Collaboration.
- Tier 2 provides opportunities for deployment among Accountable Communities or flexible groupings in classrooms to differentiate instruction based on students' academic needs, with support from push in tutors or pull out process. Side by side guided reading small groups based on student needs with classroom teacher and push in tutors for grades 1-3. Kindergarten students will receive pull out intervention based on student needs when resources are applicable. RTI block utilizes GVC and other supplemental materials to meet the academic needs of the students. Grades 1-6 will engage all students in personalized learning, utilizing tablets to differentiate instruction through the Personal Learning Initiative as well. Reading software diagnostic assessments from i-Ready, MobyMax, etc...will be utilized in addition to BAS and CFA's to plan for next steps in differentiating instruction. Targeted lessons from reading software will be implemented to support individual student needs in decoding and comprehension found in the RI and RL standards for grades 2-6, with emphasis on Students with Disabilities and African American Student Groups.
- Tier 3 provides opportunities for flexible small group setting instruction provided by resource specialists. In addition to direct instruction, reading software program such as i-Ready, MobyMax, etc... will be utilized to diagnosis and plan targeted reading instruction, along with core curriculum and supplemental materials such as SRA, etc....

2) Other direct instructional support for students:

- Stationary/Mobile Computer Lab for Students to gain access to ELA GVC through the implementation of FUSD Technology Scope and Sequence Standards. Technology standards will be taught for each grade level through computer lab time or by teachers.
- Supplemental classified support for computer lab time for primary grades to support computer literacy as stated in the FUSD Technology Standards. Computer lab time instruction focus on keyboarding and computer literacy, to support success on DRP, Interim Assessments, CAASPP, and maintenance of the tablets for daily student use.
- On top of the regular ELA block, school-wide allocation of 30 extra minutes (Designated School) daily focusing on reading comprehension skills and strategies in the three domains: Key Ideas, Craft and Structure, and Integration of Knowledge. Instruction will consist high quality texts that will employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning.
- Student data chat and goal setting will be provided in the classrooms by teachers. Student growth will be recognized and celebrated school-wide for grades K-6.
- Guided reading small group/small group reading instruction will be provided in grades K-3, utilizing push in CT support along side teacher instruction.
- Supplemental contract for classified personnel to extended library hours to accommodate student needs in utilizing resources such as books, computers, etc...to extend learning beyond classroom instruction. Extra hour will be extended to parents and students once a week on Thursday nights for 1 hour to increase reading proficiency and support family literacy in the home.
- Instructional packets will be given to incoming Kindergarten students to re-enforce ELA instruction at home.
- Differentiated instruction as reflected in lesson plans and actions plans.

- Student agendas for intermediate grades 4-6 to support student achievement.
- Supplemental instructional supplies to support student achievement: Graphic for instructional supplies, Expository texts, leveled books, schoolwide site license for supplemental intervention reading program , (A-Z, i-Ready, Moby Max), writing papers, journals, pencils, Rochester 100, ELMOs, laptops, tablets, hardware/software/ etc...
- Supplemental contract for classified personnel to support teachers and students with core curriculum materials and instructional supplies ordering, delivery, and professional learning.

Specify enhanced services for EL students:

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

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

- Parent Literacy Night (grade 1, twice a year)—provide reading strategies for parents to use at home to increase student reading skills.
- Parent Involvement Activities to motivate, celebrate, and increase academic achievement: Young Authors' Night, Quarter Awards Ceremonies, Block V Award, Reading Challenge Celebrations, Student of the Month, and Parent Volunteer Dinner.
- School Site Council, ELAC, and Title I Meeting
- Childcare provided for parent meetings
- Parent University Parent Classes
- Teacher will share information with parents on how to access their students' grades and work online.
- Parent involvement through parent/teacher conferences, progress reports, report cards, or through SST process.
- Translators provided for parent conferences
- Parent online access to their child's academic standings through ATLAS.

Specify enhanced services for low-performing student groups:

Students with Disabilities and African American Students:

Students with Disabilities and African American Students will receive all services as GE students. In addition, flexible small group setting instruction provided by resource specialists. In addition to direct instruction, reading software program such as i-Ready, Moby Max, etc... will be utilized to diagnosis and plan targeted reading instruction, along with core curriculum and supplemental materials such as SRA, etc... Along with classroom teachers, Resource Specialist will progress monitoring student learning throughout the year.

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

Describe Professional Learning related to this action:

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, access Illuminate assessment platform, DRP, CAASPP, Wonders. Specifically, creating Common Formative Assessment from Illuminate—"How to create and utilize data to improve instruction within the structure of CCI (Cycle of Continuous Improvement)."
- Common Formative Assessment—How to utilize data to improve instruction within the structure of CCI (Cycle of Continuous Improvement).
- 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 1 -3 will receive PL on guided reading strategies, phonemic awareness and fluency, and vocabulary development through site/district professional learning opportunities.
- Provide professional development on effective student discourse through site/district professional learning opportunities, encompassing the CCSS Speaking and Listening Standards.
- Supplemental instructional materials for professional learning and instruction core content areas, emphasizing on ELA content.
- 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.
- Supplemental contracts for one teacher per grade level to support the CCI cycle by creating CFAs standards based assessments.
- Sub release time for peer observations at site or other sites for side by side learning and Supplemental contract for Common Core planning.
- Supplemental instructional supplies for classroom use to enhance and support instruction.

- Professional learning from Education Elements for PLI. Grades 1-6 will participate in PLI to enhance and support instruction in the classrooms.
- Professional Learning from reading software program such i-Ready, Moby Max, etc...to support student progress monitoring.
- Professional learning for site leaders and teachers focused on TSI identified student group.
- Professional learning such as Unbounded Standards Institute, etc...may be provided for teacher training to build capacity on grade level standards.
- Continue PL around MTSS: 1) Common Understanding of MTSS Framework 2) Improve Tier Classroom and school-wide Climate and Culture practices 3) Calibrate and refine current teaming structures. Professional learning will be deepen around year 1 and 2 MTSS.

Action 2

Title: Viking Comprehensive Math Program

[Action Details:](#)

School-wide implementation of CCSS Math to ensure that all students receive the following: 1) A culture of learning 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. Viking made an overall growth in SBAC from 26.7% to 30.3% from 2016-2017 to 2017-2018, a growth of +3.6%. Comprehensive Math program consists of daily Tier I Math instruction on grade level, utilizing district core adopted curriculum, within the 90 minute block which includes whole and small group for differentiation.

1) Establish and maintain an environment that encompasses a structure that is conducive to learning by implementing the following procedures and curriculum:

- CHAMPS
- Class Meetings
- Second Steps
- Classroom Incentives
- School Wide Incentives
- Growth Mindset
- Collaboration Conversations--Academic Discourse
- Warriors' Promise--Criteria for Success
- Daily "Words of Wisdom"
- Talk Moves with Academic Discourse

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

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

- IPG Tenet 1-3 will be implemented in all classrooms.

3) Frequent monitoring of student progress throughout the year utilizing the CCI process, utilizing data and student work samples to calibrate and set criteria for success to measure individual teacher and AC's SMART Goals towards district 1st and 2nd Math Interim Assessments for grades 1st - 6th and CAASPP for grades 3-6. Viking will implement a Multi-Tiered System Support (MTSS) to support student achievement.

- ACs will create, administer, and monitor formative assessments between district interim assessments. ACs will analyze and reflect on site CFAs and district CFAs throughout the year to plan for re-engagement and next steps in the context of the Four Grounding Questions: a) What do we want our students to learn? b) How do we know they've learned it? c) How will we respond if they didn't learn it? d) How will we respond if they already learned it?
- Response to Intervention in classrooms to support students based on needs: a) Grade 1—Scoring 1's on their BBF status checks, Interim Assessments, and AC/teacher created CFAs. b) Grades 2-6, Interim Assessments and AC/teacher created CFAs.
- Recognize students who have met their basic math facts goal for the semester—School Wide Math Champions celebrations. Support students with learning basic math facts with math software program such as i-Ready, Moby Max, etc...
- All students and teachers will be engaged in goal setting throughout the year, including SPED teachers.
- All teachers will engage in data CCI collaboration meeting with Admin, including SPED teachers, and plan for next instructional steps.
- RSP and Regular Education teachers will work together to support instruction and clarify/reteach standards as needed based on formative assessments.
- Teachers and staff members on Climate and Culture Team and ILT are a PLC and need to be included in analyzing CFA/Interim/Survey data on an ongoing basis and problem solve actions to address students needs.
- IABs will be utilized as another measurement in the CCI process for teachers in grades 3-6.

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

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

Frequent monitoring of student progress throughout the year utilizing the CCI process, utilizing data and student work samples to calibrate and set criteria for success to measure individual teacher (GE and SPED teachers) and AC's SMART Goals towards district 1st and 2nd Math Interim Assessments for grades 1st - 6th and CAASPP for grades 3-6, with emphasis on Students with Disabilities and African American Student Groups.

- Analyze and reflect on site CFAs and district CFAs throughout the year to plan for re-engagement and next steps in the context of the Four Grounding Questions: a) What do we want our students to learn? b) How do we know they've learned it? c) How will we respond if they didn't learn it? d) How will we respond if they already learned it?
- Response to Intervention in classrooms to support students based on needs: a) Grade 1—Scoring 1's on their BBF status checks, Interim Assessments, and AC/teacher created CFAs. b) Grades 2-6, Interim Assessments and AC/teacher created CFAs.
- Basic Math Facts--BBF
-

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

- Response to Intervention in classrooms to support students based on KAIG, TK-KAIG, and AC/teacher created CFAs.

Owner(s):

- Accountable Communities
- Individual Teachers
- Resource Specialist--Students with Disabilities
- Administrators

Timeline:

- AC created--3 Formative Assessments per quarter.
- Teacher created formative assessments as needed per quarter based on instruction.
- Basic math fact--quarterly targeted goal

Owner(s):

- Accountable Communities
- Individual Teachers
- Resources Specialist--Students with Disabilities

Timeline:

- Kindergarten--Quarterly and teacher created formative assessments as needed per quarter based on instruction.
- TK-- Trimester and teacher created formative assessments as needed per quarter based on instruction.

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

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

Owner(s):

- Teachers
- Accountable Communities
- Resource Specialists--Students with Disabilities
- Administrators

Timeline:

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

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

Other support system of structures to improve academic achievement:

- Stationary/Mobile Computer Lab for Students to gain access to Math GVC through the implementation of FUSD Technology Scope and Sequence Standards. Supplemental classified support for computer lab time for primary grades, Computer lab time instruction focus on keyboarding and computer literacy, to support success on Math Interim Assessments, and CAASPP.
- Response to Intervention: Student performance data will be reviewed by individual teachers and ACs to plan for next instructional steps and differentiate instructions to meet student needs. Supplemental contracts for intervention tutors in Math will be provided to support small group instruction to differentiate instruction (if funding allows).
- Teachers will implement CCSS instructional strategies learned from district coaches/site professional learning or from ACs.
- Recognize students who have made their math goal for the semester--Math Champions celebrations.
- Supplemental Math instructional supplies to meet the needs of the students from various vendors such as i-Ready, MobyMax, or other supplemental math software program.
- Supplemental contract for classified personnel to support teachers and students with core curriculum materials ordering, delivery, and professional learning.

Specify enhanced services for EL students:

- EL students will receive the same instruction in the classrooms, with emphasis and focus on integrating the EL Framework through SDAIE strategies on a daily basis.
- EL students will also receive extra targeted instruction to support math in small group intervention as needed (if funding allows).
- Supplemental Math instructional supplies to support EL students as needed.

Specify enhanced services for low-performing student groups:

Students with Disabilities and African American Students:

Students with Disabilities and African American students will receive all services as GE students. In addition, flexible small group setting instruction provided by resource specialists. In addition to direct instruction, math software program such as i-Ready, MobyMax, etc... will be utilized to diagnosis and plan targeted math instruction, along with core curriculum and supplemental materials. Along with classroom teachers, Resource Specialist will progress monitoring student learning throughout the year.

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

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

- Parent Involvement Activities to motivate and increase academic achievement: Quarter Awards Ceremonies, Block V Award, Math Champions Celebrations, and Parent Volunteer Dinner.
- Teacher share information with parents on how to access their students' grades and work online.
- 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

Describe Professional Learning related to this action:

- 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 CCSS Mathematical Practicals/Shifts.
- Peer observations on site and other sites.
- Supplemental classified support with core curriculum and instructional materials for professional learning and instruction are provided throughout the year: a) Explore new math instructional strategies to enhance and strengthen instruction in classroom. b) Staff collaboration on instructional strategies that will support student learning basic math facts. c) Utilize district math coaches to support CCSS teaching strategies in classrooms. d) Continue professional learning on the Mathematical Practices and Shifts
- 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.

- Supplemental contracts for one teacher per grade level to support the CCI cycle and create CFAs standards based assessments.
- Supplemental Contracts for Common Core planning.
- Provide professional development on effective student discourse through site/district professional learning opportunities, encompassing the CCSS Speaking and Listening Standards within Math Content.
- Professional learning from Education Elements for PLI. Grades 1-6 will participate in PLI to enhance and support instruction in the classrooms.
- Professional Learning from reading software program such i-Ready, Moby Max, etc...to support student progress monitoring.
- Supplemental instructional materials to support student achievement.
- Professional learning for site leaders and teachers focused on TSI identified student group.
- Professional learning such as Unbounded Standards Institute, etc...may be provided for teacher training to build capacity on grade level standards.
- Continue PL around MTSS: 1) Common Understanding of MTSS Framework 2) Improve Tier Classroom and school-wide Climate and Culture practices 3) Calibrate and refine current teaming structures. Professional learning will be deepen around year 1 and 2 MTSS.

Action 3

Title: English Learner

Action Details:

School-wide implementation for all English Learner students utilizing Viking English Learner Instructional Program Plan.

- 1) EL students will receive the same instruction in the classroom, with emphasis and focus on integrating the ELD ELA Framework through SDAIE strategies.
- 2) 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.
- 3) ELPAC chats will be provided for all EL students and instructional support will be provided for students prior to assessment.
- 4) Goal setting for all EL students.
- 5) Incorporate Listening and Speaking Standards to strengthen comprehension, note taking skills in lessons.
- 6) EL students will have priority for after/before school tutoring to support language development.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

Disaggregated data for EL students from the following assessments:

- DRP
- Interim Assessments
- SBAC
- BAS
- Common Formative Assessments
- ELPAC
- Writing samples scores based on AC/Wonders writing rubric.
- FEP Monitoring

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

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

Specify enhanced services for EL students:

N/A

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

- 1) Supplemental instructional supplies for parent events.
- 2) Supplemental contract for translators for parent events.
- 3) ELAC Meetings to provide information for parents regarding academic programs for EL students.
- 4) Childcare will be provided for parent meetings.

Owner(s):

- Teachers
- ACs
- Administrators

Timeline:

- Per quarter

Specify enhanced services for low-performing student groups:

Students with Disabilities:

Students with Disabilities will receive all services as GE students. In addition, flexible small group setting instruction provided by resource specialists. In addition to direct instruction, reading and math software program such as i-Ready, MobyMax, etc... will be utilized to diagnosis and plan targeted reading and math instruction, along with core curriculum and supplemental materials such as SRA, etc....Along with classroom teachers, Resource Specialist will progress monitoring student learning throughout the year.

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

Describe Professional Learning related to this action:

- 1 Provide parent workshops on how to help students reach English language proficiency.
- 2 Utilize district Parent University and EL Services to support parents through parent workshops and ELAC meetings.
3. Professional learning for site leaders and teachers focused on TSI identified student group.

- 5) Parents of all EL students will receive the same invitation as the general student body for parent activities.
- 6) Teachers will review BAS, Fluency, CAASP, ELD, ELPAC, Academic grades, etc... scores with parents and students.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0465 Viking Elementary (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.1000		8,484.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Supplemental Instructional Supplies - No Food/Incentives	1,669.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			Graphics for Instructional Supplies	2,000.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Education Elements : PLI Professional Learning	11,000.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2000		18,325.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for SSTs, IEPs, AC Planning, PLI, etc..	14,118.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Intervention Tutors RTI/Goal 2/Common Core Planning/Climate and Culture planning and implementation	66,293.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Supports GVC for classrooms and supplemental instructional supplies	11,239.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Reading Software Program	15,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Supplemental Instructional Supplies	73,659.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Computer/Tablets Maintenance-Repair	2,500.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Sup			Technology Support/Extended Library Hours Thursdays	13,735.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1000		9,515.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Intervention Tutor EL/ELPAC Assessment	21,093.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Supplemental Instructional Supplies	239.00
G1A3	Title 1 Basic	Parent Participation	Cls Sup-Sup			Translators for parent conferences	592.00
G1A3	LCFF: EL	Instruction	Direct-Other			: ELPAC Assessors	2,300.00

\$271,761.00

Goal 2 - All Students will engage in arts, activities, and athletic

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	74.007 %	39.777 %	2017-2018	46.777 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Goal 2 Participation Rate

The key factors that contributed to this performance outcome were as follows:

- 1) Inputting/lack of inputting the roster of students who participated in events on time in the system.
- 2) Create as many opportunities as possible to engage students in extra-curricular activities. Extra-curricular activities on site are as follows:
 - Gardening Club
 - Art Club
 - Yugio Club
 - Peer Mediators
 - Inter- Mural Sports
 - Talent Show
 - Cafeteria Helpers
 - Library Helpers
 - Talent Show
 - Winter/Spring Music Program
 - Winter/Spring Schoolwide Performances
- 3) With district support, more students are engaged in educational field trips and experiencing new opportunities.

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

Goal 2 Participation Rate

Key factors that may have contributed to the disproportionality for subgroups are:

- 1) Many of the inter-mural sports are offered to only 5th and 6th grade students. For each team, only selected students are asked to participate through try-outs.
- 2) Some of the engagement activities are open to only 3rd-6th grade students, due to the requirements of the activities.
- 3) Cafeteria Helpers are open to all students, however, many students chose not to participate.
- 4) Students' names did not get inputted into system on time to be counted for participation rate.
- 5) Lack of personnel coordinating extra-curricular activities.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Some of the intended Goal 2 Activities could not be implemented due to the lack of personnel.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

- Consistently work on inputting students into the Goal 2 system every quarter.
- Recruit outside personnel to coordinate student clubs.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

School Site Council members has held multiple meetings to review the following information:

1) Viking data reviewed:

- 2015-2016 SBAC results
- 2015-2016 and 207-2018 Interim 1 and 2 Assessments
- SMART Goals for SBAC for 2017-2018

2) Reviewed 2017-2018 SPSA and budget allocations and proposed 2018-2019 SPSA and budget allocations.

3) School Site Council Members' input/feedback:

- a) Would like to build more student engagement activities for GOAL 2.
- b) Safety concerns for physical school environment—easy access to school campus, which can affect social/emotional side for students and staff.

4) Tentative approval of 2018-2019 SPSA and budget allocations.

2 ELAC:

Meeting was held with our ELAC members. The following information was presented to our ELAC members.

1) Viking data reviewed:

- 2015-2016 SBAC results
- 2015-2016 and 207-2018 Interim 1 and 2 Assessments
- SMART Goals for SBAC for 2017-2018

2) Reviewed 2017-2018 SPSA and budget allocations and proposed 2018-2019 SPSA and budget allocations.

3) ELAC's input/feedback:

- a) Have a staff member/someone supervise students who are not picked up on time after dismissal. Explained to ELAC members that we do not have the funds to hire someone to supervised students who does not get pick up on time after dismissal. Many staff members are also involved in coaching, advising clubs, planning, parent meetings, teacher meetings, or professional learning after school, and would not be available to supervise students after regular supervision. Regular supervision starts at 2:30 pm -2:50 pm already—20 mins.
- b) ELAC members asked if students in sports can get a snack from the After School Program after/during practice. Informed ELAC members we will check on the snacks and get back to them.

4) Tentative approval of 2018-2019 SPSA and budget allocations.

3 Staff:

Staff has met multiple meetings to review the following information:

1) Viking data reviewed:

- 2015-2016 SBAC results
- 2015-2016 and 207-2018 Interim 1 and 2 Assessments
- SMART Goals for SBAC for 2017-2018

2) Reviewed 2017-2018 SPSA and budget allocations and proposed 2018-2019 SPSA and budget allocations.

3) Staff input/feedback:

- a) Would like to see more students receive counseling services, but due to funding, agreed to the current hours. However, staff would like to see criteria set for counseling be Tier 3 students only
- b) Staff agreed to the proposal of having a classified person work with students who are Tier 2, students who needs social skills.
- c) Safety concerns for physical school environment—easy access to school campus, which can affect the social/emotional side for students and staff.

4) Tentative approval of 2018-2019 SPSA and budget allocations.

Action 1

Title: Student Engagement Goal 2

Action Details:

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

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Student participation rate in various extra-curricular activities:

- 1) Number of students/parents participating in the library on Thursday nights.
- 2) Number of students participating in Young Authors' Night, 2x a year (Fall and Spring).
- 3) Number of students participating in the Math Champion Celebrations and Reading Challenge Celebrations, 4x a year.
- 4) Number of students meeting the criteria to receive the Viking Block V Award, 2x a year.
- 5) Number of students participating in the following clubs/student activities:

- Gardening Club
- Art Club
- Yugio Club
- Peer Mediators
- Inter- Mural Sports
- Talent Show
- Cafeteria Helpers
- Library Helpers
- Talent Show
- Winter/Spring Music Program
- Winter/Spring Schoolwide Performances
- Volunteer Program

Owner(s):

Club Advisors

Timeline:

Quarterly data for Student Engagement

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

- 1) Supplemental Instructional Supplies for parent events/student engagement activities from various vendors.
- 2) Supplemental contracts for coordinating, training, and supervision of various Goal 2 Activities/Parent engagement activities.
- 3) Awards and incentives for students to encourage participation, attendance, and foster school spirit.
 - Award Ceremonies: Quarterly Award
 - Student of the Month

- Block V
- Sports
- Peach Blossom
- Educational Field Trips
- Talent Show
- Art Club
- Viking Clubs
- Other student/parent engagement events

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

Specify enhanced services for EL students:

Student engagement opportunities are open to all students, including EL students and other student groups.

Explain the 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
- Young Authors' Night
- Parent Volunteer Dinner—Honoring all parents/community members volunteers
- Parent/Teacher Conferences
- Reading Challenge
- Talent Show, Winter/Spring Music Program
- Supplemental contract will be provided for library tech to extend library hours for students and parents use, once a week on Thursday night from 5:00 pm -6:00 pm, to encourage family literacy.
- Quarterly Award Assemblies, 4x a year
- Monthly "Student of the Month" Recognition
- Bi-yearly Block V Award Ceremony
- PL on various ways students and parents can participate and engage in school events. Parent workshops provided by Parent University

Specify enhanced services for low-performing student groups:

Student engagement opportunities are open to all students, with an emphasis on Students with Disabilities and African American by matching them with particular staff members to build a positive relationship. Adults will check in with them and encourage them to participate in various activities.

Describe Professional Learning related to this action:

PL on various ways students and parents can participate and engage in school events provided by site/or district office.

Goal 3 - All Students will demonstrate the character and competencies for workplace success

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	100 %	100 %	2017-2018	100 %
Exposure to Careers - 4th Grade	100 %	100 %	2017-2018	100 %
Exposure to Careers - 6th Grade	100 %	98.837 %	2017-2018	100 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Exposure to Careers - 3rd Grade

Engagement activities were funded and structured by district office to give students opportunities to experience the different career pathways. Grade level teachers ensured that all students have the opportunity to attend unless students were absent. Discussions are done prior/after the events in the classrooms to support student understanding.

Exposure to Careers - 4th Grade

Engagement activities were funded and structured by district office to give students opportunities to experience the different career pathways. Grade level teachers ensured that all students have the opportunity to attend unless students were absent. Discussions are done prior/after the events in the classrooms to support student understanding.

Exposure to Careers - 6th Grade

Engagement activities were funded and structured by district office to give students opportunities to experience the different career pathways. Grade level teachers ensured that all students have the opportunity to attend unless students were absent. Discussions are done prior/after the events in the classrooms to support student understanding.

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

Exposure to Careers - 3rd Grade

All 3rd grade students have the opportunity to attend the events. The students that did not participate in the events were mainly due to attendance.

Exposure to Careers - 4th Grade

All 4th grade students have the opportunity to attend the events. The students that did not participate in the events were mainly due to attendance.

Exposure to Careers - 6th Grade

All 6th grade students have the opportunity to attend the events. The students that did not participate in the events were mainly due to attendance.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

There was no major differences between the intended and actual implementation of actions and budget expenditures for this goal, since all students are provided the opportunities to attend all trips.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

There will be no major changes to this goal. All students will be provided the opportunity to attend.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

School Site Council members has held multiple meetings to review the following information:

1) Viking data reviewed:

- 2015-2016 SBAC results
- 2015-2016 and 207-2018 Interim 1 and 2 Assessments
- SMART Goals for SBAC for 2017-2018

2) Reviewed 2017-2018 SPSA and budget allocations and proposed 2018-2019 SPSA and budget allocations.

3) School Site Council Members' input/feedback:

- a) Would like to build more student engagement activities for GOAL 2.
- b) Safety concerns for physical school environment—easy access to school campus, which can affect social/emotional side for students and staff.

4) Tentative approval of 2018-2019 SPSA and budget allocations.

Information was presented to School Site Council regarding the structure of the events and the opportunity available to every students in the specific grade level. School Site Council Members were appreciative of the opportunities given to the students.

2 ELAC:

Meeting was held with our ELAC members. The following information was presented to our ELAC members.

1) Viking data reviewed:

- 2015-2016 SBAC results
- 2015-2016 and 207-2018 Interim 1 and 2 Assessments
- SMART Goals for SBAC for 2017-2018

2) Reviewed 2017-2018 SPSA and budget allocations and proposed 2018-2019 SPSA and budget allocations.

3) ELAC's input/feedback:

- a) Have a staff member/someone supervise students who are not picked up on time after dismissal. Explained to ELAC members that we do not have the funds to hire someone to supervised students who does not get pick up on time after dismissal. Many staff members are also involved in coaching, advising clubs, planning, parent meetings, teacher meetings, or professional learning after school, and would not be available to supervise students after regular supervision. Regular supervision starts at 2:30 pm -2:50 pm already—20 mins.
- b) ELAC members asked if students in sports can get a snack from the After School Program after/during practice. Informed ELAC members we will check on the snacks and get back to them.

4) Tentative approval of 2018-2019 SPSA and budget allocations.

Information was also presented to ELAC regarding the structure of the events and the opportunity available to every students in the specific grade level. ELAC Members were appreciative of the opportunities given to the students.

3 Staff:

Staff has met multiple meetings to review the following information:

1) Viking data reviewed:

- 2015-2016 SBAC results
- 2015-2016 and 207-2018 Interim 1 and 2 Assessments
- SMART Goals for SBAC for 2017-2018

2) Reviewed 2017-2018 SPSA and budget allocations and proposed 2018-2019 SPSA and budget allocations.

3) Staff input/feedback:

- a) Would like to see more students receive counseling services, but due to funding, agreed to the current hours. However, staff would like to see criteria set for counseling be Tier 3 students only
- b) Staff agreed to the proposal of having a classified person work with students who are Tier 2, students who needs social skills.
- c) Safety concerns for physical school environment—easy access to school campus, which can affect the social/emotional side for students and staff.

4) Tentative approval of 2018-2019 SPSA and budget allocations.

Information was presented to Staff during staff meeting regarding the structure of the events and the opportunities available to every students in the specific grade levels. All staff were appreciative of the opportunities given to the students and felt the activities were good learning for their students. It gave the students knowledge of the different career pathways they can pursue in the future.

Action 1

Title: Workplace Success Goal 3

Action Details:

Provide multiple opportunities for students to interact/engage in activities that promote social, emotional, and academic connections with peers and local communities to promote and support qualities in students that demonstrate the character and competencies for workplace success.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Progress monitor the number of students engaged in the various career pathway opportunities for grades 3, 4, and 6.

Owner(s):

Individual Teachers
Office

Timeline:

Student attendance taken after each event.

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

Supplemental instructional supplies to enhance students' experience in the different career pathways and engagement activities.

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

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

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

Parents are encourage to become chaperones for the different opportunities available to the students.

Describe Professional Learning related to this action:

Information are given to parents/students/ and teachers of the different opportunities to encourage future exploration of the different career pathways.

Goal 4 - All Students will stay in school on target to graduate

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	14.735 %	17.959 %	2017-2018	15.959 %
Suspensions Per 100	10.332 %	5.828 %	2017-2018	4.828 %
Chronic Absenteeism (Students with Disabilities)		20.8 %	2017-2018	18.8 %
Suspension Rate (Students w/Disabilities)		8.2 %	2017-2018	5.2 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Chronic Absenteeism

The Chronic Absenteeism for 2016-2017 was 15.9%, The performance outcome for 2017-2018 for Chronic Absenteeism was at 17%, in increase of 2.9%.

The factors for the increase in Chronic Absenteeism may have been contributed to the following:

- Not enough staff calling home
- Not enough Office calling home
- Assigned site CWA personnel working with the different families took another position, took time to assign a sub CWA
- Did not have the time or personnel to coordinate school-wide incentives for good attendance.
- Parents did not follow through on the plan created by school personnel to support attendance.
- Excessive tardiness
- Parent participation in school meetings to correct behavior is limited due to unavailability of parents/guardians.
- Lack of consistent school-wide incentive program for good attendance
- Some students do have chronic illnesses that prevents them from attending school regularly.

Suspensions Per 100

The overall performance outcome for 2016-2017 for Suspension is 4.1%. The performance outcome for 2017-2018 is 5.8%, an increase of 1.7%.

A couple of key factors that impacted the increase of suspension rate are as follows:

- Single student with multiple suspensions throughout the year for various violation of CAEd. Code., which causes the rate to increase and show a "high status" in suspension.

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

Chronic Absenteeism

The student groups with high status in Chronic Absenteeism are Students with Disabilities and African American students.

Key factors that contribute to the disproportionality for these two subgroups are:

- Tardiness--Many students come in tardy even after multiple communications to parents via SchoolMessenger, school notes going home, and parent conferences.
- Some students may have chronic illnesses that impact their attendance.
- Not enough personnel to coordinate and progress monitor these two student groups on a daily/weekly/monthly basis.

Suspensions Per 100

The two subgroups with high status in Suspension are the African American and Students with Disabilities subgroups.

A few key factors in these subgroups are:

- Students will defy the schoolwide rules, even when various incentive structures are in place to give support for student success, such as behavior modification plans.
- Single student with multiple suspensions throughout the year for various violation of CAEd. Code., which causes the rate to increase and show a "high status" in suspension for subgroups.
- Parent participation in school meetings to correct behavior is limited due to unavailability of parents/guardians.

- Parents fail to follow through with suggestions from school personnel during parent/admin/SST meetings.
- Parent participation in school meetings to correct behavior is limited due to unavailability of parents/guardians. Resources that were utilized to support student success have been: Home visits by Admin, personal phone calls from site, SSTs, parent conferences, offered counseling services, offered outside resources, one on one student/admin meetings, individual behavior plans, and peer buddies.
- Even with behavior modification plans actively in place and followed to fidelity, the plans do not work because there may be issues that are deeper than the resources available on site. For example, some students need support from the medical aspect.

Chronic Absenteeism (Students with Disabilities)

- Many of the Students with Disabilities may have chronic illness that causes them to be absent more than others.
- Tardiness also contributes to absenteeism.
- Parents do not follow through on the plan created by school personnel to support attendance.

Suspension Rate (Students w/Disabilities)

- The Suspension Rate for Students with Disabilities is single students with multiple suspensions throughout the year for various violation of CAEd. Code., which causes the rate to increase and show a "high status" in suspension.
- Parents fail to follow through with suggestions from school personnel during parent/admin/SST meetings.
- Even with behavior modification plans actively in place and followed to fidelity, the plans do not work because there may be issues that are deeper than the resources available on site. For example, some students need support from the medical aspect (qualification for SPED was due to OHI vs. Learning Disabilities),\.

- Not enough personnel on campus to progress monitor the behaviors of the students on a daily/weekly basis.

Chronic Absenteeism (Students with Disabilities)

The student group with high status in Chronic Absenteeism is Students with Disabilities:

Key factors that contribute to the disproportionality for these two subgroups are:

- Tardiness—Many students come in tardy even after multiple communications to parents via SchoolMessenger, school notes going home, and parent conferences.
- Some students may have chronic illnesses that impact their attendance.
- Not enough personnel to coordinate and progress monitor these two student groups on a daily/weekly/monthly basis.

Suspension Rate (Students w/Disabilities)

A few key factors in this student group are

- Students will defy the schoolwide rules, even when various incentive structures are in place to give support for student success, such as behavior modification plans and counseling.
- Single student with multiple suspensions throughout the year for various violation of CAEd. Code., which causes the rate to increase and show a "high status" in suspension for subgroups.
- Parent participation in school meetings to correct behavior is limited due to unavailability of parents/guardians.
- Not enough staff to consistently progress monitor the behaviors on a daily/weekly basis.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Funds were utilized for classroom incentives to encourage positive school behavior and attendance. The funds were also utilized for parent participation in the various activities to encourage school connectedness and decrease misbehaviors and increase attendance. Allocations will be set aside to continue with classroom incentives and schoolwide incentives to encourage and promote positive behaviors and increase attendance, since not as many school-wide incentives were created specifically for Attendance and Behavior for 2018-2019. More work needs to be done around setting a functioning MTSS around behavior.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

A Tier II BIS will be assigned to Viking for the 2019-2020 school year to support students with chronic misbehavior, with emphasis on student group Students with Disabilities. BIS will support with creating a systematic structure (MTSS) and processes to progress monitor students on a daily/weekly basis. BIS personnel will also work with identified students who needs social skills. Staff will look into a school-wide incentive program designed to celebrate good behaviors. This will be found in the Goal 4 Actions direct services to students.

The assigned CWA will work collaboratively with administration and staff members to design a consistent school-wide incentive program to increase attendance rate. This will be found in Goal 4 Action plans under direct services to students.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

School Site Council members has held multiple meetings to review the following information:

- 1) Viking data reviewed:
 - 2017-2018 SBAC results
 - 2017-2018 and 2018-2019 Interim 1 and 2 Assessments
 - SMART Goals for SBAC for 2018-2019
 - State Data Dashboard and TSI Status
 - Current SPSA Actions and allocations for 2018-2019
- 2) Reviewed 2018-2019 SPSA and budget allocations and proposed 2019-2020 SPSA and budget allocations, with an emphasis on Student Group TSI Status Students with Disabilities.
- 3) School Site Council Members' input/feedback:
 - a) Agreed to allocate budget to increase social/emotional support for students—counseling.
- 4) Tentative approval of 2019-2020 SPSA and budget allocations.

School Site Council reviewed Viking academic data, which attendance and student behavior impact student learning. Members supports keeping counseling services for Tier 3 students and adding a classified position to work on social skills for Tier 2 students for 2019-2020 school year.

2 ELAC:

Meeting was held with our ELAC members. The following information was presented to our ELAC members.

- 1) Viking data reviewed:
 - 2017-2018 SBAC results
 - 2017-2018 and 2018-2019 Interim 1 and 2 Assessments
 - SMART Goals for SBAC for 2018-2019
 - State Data Dashboard and TSI Status
 - Current SPSA Actions and allocations for 2018-2019
- 2) Reviewed 2018-2019 SPSA and budget allocations and proposed 2019-2020 SPSA and budget allocations.
- 3) ELAC's input/feedback:
 - ELAC members would like to have more hours for After School Tutoring or homework club. All other actions are satisfactory to members.
- 4) Tentative approval of 2019-2020 SPSA and budget allocations.

3 Staff:

Staff has met multiple meetings to review the following information:

- 1) Viking data reviewed:
 - 2017-2018 SBAC results
 - 2017-2018 and 2018-2019 Interim 1 and 2 Assessments
 - SMART Goals for SBAC for 2018-2019
 - State Data Dashboard and TSI Status
 - Current SPSA Actions and allocations for 2018-2019
- 2) Reviewed 2018-2019 SPSA and budget allocations and proposed 2019-2020 SPSA and budget allocations.
- 3) Staff input/feedback:
 - a) Would like to see more students receive counseling services,
 - b) Staff proposal continuing of having a classified person work with students who are Tier 2, students who needs social skills.
 - c) Safety concerns for physical school environment—easy access to school campus, which can affect the social/emotional side for students and staff.
 - Agreed to allocate budget to progress monitoring and intervention software program such as i-Ready, MobyMax, etc...
- 4) Tentative approval of 2019-2020 SPSA and budget allocations.

Staff reviewed Viking academic data, which attendance and student behavior impact student learning. Members supports keeping counseling services for Tier 3 students and adding a classified position to work on social skills for Tier 2 students for 2019-2020 school year.

Action 1

Title: Attendance and Suspension Rates

Action Details:

Attendance Rate:

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:

- Design a school-wide incentive program to celebrate and increase attendance rate.
- Parent and Student meetings with school personnel and home visit by CWAs
- TK and Kindergarten parent orientation on how important attendance is for academic growth.

Suspension Rate:

Provide multiple opportunities for students to interact/engage in activities that builds and enhances the following qualities to foster a positive learning environment in support of decreasing suspension: a)Connections among students and between students and teachers. b) Set a tone for respectful and engaged learning in a climate of trust. c) Merge academic, social, and emotional learning, and d) Motivate students by addressing the human need to feel a sense of significance and belonging. All classrooms will implement a culture of learning with high expectations to cultivate these qualities so that students have ownership in their learning through the following processes and curriculum:

- CHAMPS
- Class Meetings
- Second Steps
- Classroom Incentives
- School Wide Incentives
- Growth Mindset
- Collaborative Conversations
- Warriors' Promise—Criteria for Success
- Daily Word of Wisdom
- Schoolwide Safety Structures

2) Counseling from Family Foundations will be available for students (availability of space) for social/emotional to decrease suspension rates.

3) Classified personnel available to work with Tier 2 students on social skills to decrease suspension rate.

4) Peer Mediators will be implemented to support students with conflict/resolutions during lunch recess.

5) Provide radios and orange vests for teachers who are on supervision—increase visibility of adults during supervision.

6) Anti-bully and Safety Assemblies 2x a year, Fall (August) and Winter (January)

7) Positive behavior management with emphasis on two subgroups: African American and Hispanic . Positive behavior modification plan for students who are at risk/chronic misbehaviors.

Climate and Culture team meet monthly to analyze and collaborate the progress of each area—Attendance and Behavior. Team will look at current structures and make changes as needed with input from staff.

8) Tier II BIS will work with students who have chronic misbehavior in the area of building self-confidence, engage with others with positive social skills, and progress monitor daily/weekly behaviors. BIS will work collaboratively with teachers and administrators to foster an environment that has a systematic structure process of what referrals look like, behavior modification strategies, and build criteria of success.

9) Provide extra NTAs for direct supervision as a proactive measure to minimize misbehavior and ensure the safety of the students.

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

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Progress monitor attendance rate monthly by utilizing attendance rate from ATLAS, with emphasis on Students with Disabilities and African American Student Groups.

- Print Perfect Attendance monthly to celebrate students.
- Monthly attendance meeting with parents
- CWA meeting with parents and students with chronic absenteeism

Owner(s):

- Principal and Vice Principal
- Attendance Clerk
- CWA
- Climate and Culture Team

Timeline:

- Monthly

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

Monthly data report from the following tools, with emphasis on Students with Disabilities and African American Student Groups.

- # of SSTs for Behavior
- Number of office referrals per quarter and the educational code for the office referrals.

Owner(s):

- BIS
- Teachers
- Administrators
- Climate and Culture Team

Timeline:

- Quarterly

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

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

Attendance:

- School-wide incentive for perfect attendance, most improved attendance rate.
- Classroom teachers calling home to students with chronic absences.
- Award assemblies Perfect Attendance recognition,
- Supplemental instructional supplies to improve attendance rate.

Suspension:

- PreK-6th implementation of weekly Class Meetings and Second Step lessons.
- Tier 2 students--Social Skills
- Tier 3 students--Counseling
- Provide Character Counts
- Safe and Civil procedures
- 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 3 extra NTAs for intra-mural extra- curricular activities.
- Incentives for Viking Club

Specify enhanced services for EL students:

All EL students are included in the schoolwide structure.

Specify enhanced services for low-performing student groups:

Tier II BIS will work specifically with Students with Disabilities and African American students to support behavior modifications, as needed.

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

model and identify next steps to accelerate progress.

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

- 1) Viking and district handbooks are sent home for parents, in the language preferred.
- 2) SchoolMessenger are sent home to encourage a positive learning environment.
- 3) School-wide and classroom notes go home to inform parents of the school rules for specific events, to ensure the safety of all students and staff. -Copy Lease
- 4) Back to School Night--Review school wide expectations with parents in cafeteria. Individual teachers review classroom expectations in classrooms.
- 5) Parents are encouraged to participate in the Parent University classes offered to parents regarding the educational system.
- 6) Monthly SchoolMessenger going home to encourage attendance.
- 7) Progress reports/Report cards Phone calls, Notes, Memos, SSTs, Parent/Teacher conferences ELAC, SSC, Quarterly Award, Block V Award.

Describe Professional Learning related to this action:

- Professional learning are given at the beginning of the school year during staff meeting on "How to create a positive learning environment for all students" by site/district office.
- Professional learning are provided throughout the year by district or site Climate and Culture Team.
- Professional learning opportunities are also given to teachers after the school year is out and in January by site/district office.
- 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
- Professional learning for site leaders and teachers focused on TSI identified student group.
- Continue PL around MTSS: 1) Common Understanding of MTSS Framework 2) Improve Tier Classroom and school-wide Climate and Culture practices 3) Calibrate and refine current teaming structures. Professional learning will be deepen around year 1 and 2 MTSS.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0465 Viking Elementary (Locked)

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Childcare for parent meetings	125.00
G4A1	Title 1 Basic	Parent Participation	Direct-Graph			Parent Handbook/Parent Instructional Supplies	2,500.00
G4A1	Title 1 Basic	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundations Counseling	39,900.00
G4A1	Sup & Conc	Instruction	Off Eq Lease			: Office Copier Lease	1,900.00
G4A1	Sup & Conc	Instruction	Direct-Graph			: Block V/Quarter Awards	500.00
G4A1	Sup & Conc	Instructional Supervision & Admir	Cl&Tech-Sup			Office supplemental support	3,747.00
G4A1	Sup & Conc	Parent Participation	Communicatio			Stamps for Parent Communications	100.00
G4A1	Sup & Conc	Other Pupil Services	Oth Cls-Supp			Climate and Culture-Safety/Social Emotional Support	21,852.00

\$70,624.00

2019-2020 Budget for SPSA/School Site Council

State/Federal Dept 0465 Viking Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.1000		8,484.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Supplemental Instructional Supplies - No Food/Incentives	1,669.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			Graphics for Instructional Supplies	2,000.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Education Elements : PLI Professional Learning	11,000.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2000		18,325.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for SSTs, IEPs, AC Planning, PLI, etc..	14,118.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Intervention Tutors RTI/Goal 2/Common Core Planning/Climate and Culture planning and implementation	66,293.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Supports GVC for classrooms and supplemental instructional supplies	11,239.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Reading Software Program	15,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Supplemental Instructional Supplies	73,659.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Computer/Tablets Maintenance-Repair	2,500.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Sup			Technology Support/Extended Library Hours Thursdays	13,735.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1000		9,515.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Intervention Tutor EL/ELPAC Assessment	21,093.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Supplemental Instructional Supplies	239.00
G1A3	Title 1 Basic	Parent Participation	Cls Sup-Sup			Translators for parent conferences	592.00
G1A3	LCFF: EL	Instruction	Direct-Other			: ELPAC Assessors	2,300.00
G4A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Childcare for parent meetings	125.00
G4A1	Title 1 Basic	Parent Participation	Direct-Graph			Parent Handbook/Parent Instructional Supplies	2,500.00
G4A1	Title 1 Basic	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundations Counseling	39,900.00
G4A1	Sup & Conc	Instruction	Off Eq Lease			: Office Copier Lease	1,900.00
G4A1	Sup & Conc	Instruction	Direct-Graph			: Block V/Quarter Awards	500.00
G4A1	Sup & Conc	Instructional Supervision & Admir	CI&Tech-Sup			Office supplemental support	3,747.00
G4A1	Sup & Conc	Parent Participation	Communicatio			Stamps for Parent Communications	100.00
G4A1	Sup & Conc	Other Pupil Services	Oth Cls-Supp			Climate and Culture-Safety/Social Emotional Support	21,852.00

\$342,385.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$66,270.00
Sup & Conc	7090	\$242,968.00
LCFF: EL	7091	\$33,147.00
Grand Total		\$342,385.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$271,761.00
G4 - All students will stay in school on target to graduate	\$70,624.00
Grand Total	\$342,385.00