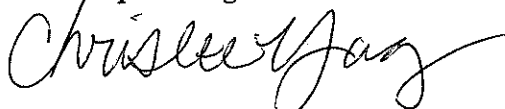


**Viking Elementary**

10621666006530

Principal's Name: Christie Yang

Principal's Signature:

A handwritten signature in black ink that reads "Christie Yang". The signature is written in a cursive style with a large, sweeping initial 'C'.

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

<b>Table of Contents</b>	
<b>Topic</b>	<b>Details</b>
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> <li>• <i>Needs Assessment: Data Analysis and identification of needs and goals</i></li> <li>• <i>Actions designed to meet needs and targeted goals</i></li> <li>• <i>Budget allocations and planned expenditures</i></li> </ul>
Additional Documents	<i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i>

<b>District Goals</b>	
<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 School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school’s English Learners’ Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant 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 and Family Policy and the Parent-School Compact.</p>
<p>Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</p>
<p>The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p>

**School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Christie Yang</b>	X				
2. <b>Chairperson – Jeanette Rivera</b>		X			
3. <b>Lisa Jordan-Smith</b>		X			
4. <b>Chad Christensen</b>		X			
5. <b>Radonna Higgins</b>			X		
6. <b>Daniel Bishop</b>				X	
7. <b>Frank Mejia</b>				X	
8. <b>Heather Orecchia</b>				X	
9. <b>Reanna Gallyer</b>				X	
10. <b>Nancy Lee</b>				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**

<b>School Name:</b>			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
<b>Title</b>	<b>Print Name Below</b>	<b>Signature Below</b>	<b>Date</b>
<b>Principal</b>	<b>Christie Yang</b>	<i>Christie Yang</i>	3/10/2020
<b>SSC Chairperson</b>	<b>Jeanette Rivera</b>	<i>Jeanette Rivera</i>	3/10/2020

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 2020/21

Viking - 0465

**ON-SITE ALLOCATION**

3010	Title I	\$73,246 *
7090	LCFF Supplemental & Concentration	\$242,850
7091	LCFF for English Learners	\$26,289
<b>TOTAL 2020/21 ON-SITE ALLOCATION</b>		<b>\$342,385</b>

\* 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	\$2,073
Remaining Title I funds are at the discretion of the School Site Council	\$71,173
Total Title I Allocation	\$73,246

## Viking Elementary 2020-2021 - 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)	47.26 %	37.887 %	2018-2019	44.887 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	37.184 %	32.732 %	2018-2019	39.732 %
SBAC ELA Distance from Level 3 (Students w/Disabilities)	-82.6 pts	-82.3 pts	2018-2019	-67.3 pts
SBAC Math Distance from Level 3 (Students w/Disabilities)	-89.6 pts	-79.2 pts	2018-2019	-64.2 pts
SBAC ELA Distance from Level 3 (African American)		-59.1 pts	2018-2019	-44.1 pts
SBAC Math Distance from Level 3 (African American)		-63.2 pts	2018-2019	-48.2 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 31.60% to 40.26% in ELA from 2016 to 2017-2018, a growth of 8.66%. However, there was a drop from 2017-2018 (40.26%) to 2018-2019 (37.68%) Meeting/Exceeding Standards . A drop of - 2.62% .

Viking implements a comprehensive ELA program which consists the following for ALL students:

- 1) All ELA instructions are aligned 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".
- 2) Every classroom utilizes the GVC for all four core content areas, which includes all the Tenets on the IPG and the Four Grounding Questions.
- 3) Frequent monitoring of student progress throughout the year with the CCI (Cycle of Continuous

**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)

Some of the key factors that contributed to the low performance of some student groups are the following:

1. Chronic Absenteeism—Due to illness, unexcused absences, or excessive tardiness.
2. Entering Viking at low reading proficiencies—though students are making progress, not enough progress to score a level 3 or 4 on the SBAC. All students receive RTI, whether it's in classrooms with push-in support, small group instruction, or pull-out support.
3. Chronic behavioral issues—Disruptive behaviors hindering the learning.
4. Core curriculum being taught while students are being pulled for small group instructions from Resource Specialists or other support structure.
5. Lack of parent support/follow through when parent meetings such SSTs, IEPs, or parent/teacher/admin are scheduled to discuss options for student success.

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 PLC SMART Goals towards PLC's CFAs and the three iReady Diagnostic Assessment. PLCs analyze site CFAs and iReady data 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?

4) Viking has three tier support:

- Tier 1 focuses on CCSS implementation of literacy standards: Reading Standards, Literature Informational Text, Foundational Skills, Writing Standards, Speaking and Listening Standards, and Language Standards for ALL students. Four Certificated Tutors provide push-in support for small group Guided Reading instruction for ALL students in grades 1st-3rd. Certificated tutors also supports grades 4 and 5 as needed during RTI block.
- Tier 2 provides opportunities for deployment among PLCs and flexible groupings in classrooms to differentiate instruction based on students' academic needs as reflected from CFA data points.
- Tier 3 provides opportunities for flexible small group setting instruction provided by resource specialists and their paraprofessionals. Tier 3 consist of push-in and pull-out process, based on the needs of the students.

Additional factors that enhances Viking's Comprehensive ELA Program to improve academic achievement:

1) 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.

2) Supplemental classified support for computer lab time for primary grades. Computer lab instruction focuses on keyboarding and computer literacy, to support success on Interim Assessments and CAASPP.

3) Staff collaboration by PLCs and vertical teaming: Share instructional strategies during PLC and PL time to develop lessons that include effective instructional strategies that embed ELA CCSS Foundational and Comprehension skills utilizing the CCI process (Cycle of Continuous Improvement). District support through ELA Coaches for instructional planning and delivery and supplemental contracts to support planning as needed.

4) Establish and maintain an environment that encompasses a structure that is conducive to learning.

- CHAMPS
- Class Meetings / Morning Meetings
- Second Steps
- Classroom Incentives
- School-wide Incentives
- Growth Mindset / Mindfulness
- Collaborative Conversations—Academic Discourse\*

#### Viking Quantitative Data

The number of students Viking's comprehensive ELA Program serves is approximately 752. Here is Viking's data for the following years for ELA:

#### SBAC Data for grades 3-6:

2016-2017—31.6 % Meeting/Exceeding Standards

6. Lack of funding for ongoing and consistent Social/Emotional Support for students who are in crisis, which contributes to lack of focusing and learning the content being taught.

#### SBAC ELA Distance from Level 3 (African American)

Overall SBAC scores for African American students in ELA from 2017-2018 to 2018-2019:

- Proficiency w/ Met/Exceed 11.1% 20.0% **+ 8.9%**
- Average Distance from Level 3 -75.2 -59.1 **+16.1 Increased Significantly**

Key factors that may have contributed to the increase of our African American Students scores:

- PLC teams continue to improve instructional support and provide intervention through the RTI process for this subgroup. Teachers continues to work with resource specialists to support student achievement for our African American students who have IEPs.
- Teachers and PLCs monitor our students in a timely manner and collaborate with assigned teacher to design instruction that will meet the needs of the students for RTI.
- Other curriculum are being implemented to support RTI. Support personnel are given for RTI.

One concern for our African American students is Chronic Absenteeism.

2017-2018	2018-2019
23.2% chronically absent	26.3% chronically absent

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

Overall SBAC scores for Student with Disabilities in ELA from 2017-2018 to 2018-2019:

- Proficiency w/ Met/Exceed 5.9% 7.5% **+ 1.6%**
- Average Distance from Level 3 -105.5 -90.3 **+15.3 Increased Significantly**

Key factors that may have contributed to the increase scores for our Students with Disabilities:

- PLC teams continue to improve instructional support and provide intervention through the RTI process for this subgroup. Teachers continues to work with resource specialists to support student achievement.
- Ratio of students to teacher in our Resource program was adequate. Resource personnel in our Resources program was able to progress monitor our students in a timely manner and collaborate with assigned teachers to design instruction that will meet the needs of the students.
- Core curriculum are being taught when students are being pulled for small groups from Resource Specialists. Other curriculum are being implemented during this time, such as SRA or other supplemental materials to meet the needs of the students.
- The program consists of push-in and pull-out structures, depending on the needs of the students.

One concern for our Students with Disabilities is Chronic Absenteeism.

2017-2018	2018-2019
20.8% chronically absent	25% chronically absent

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

Some of the key factors that contributed to the low performance of some student groups are the following:

1. Chronic Absenteeism—Due to illness, unexcused absences, or excessive tardiness.



2017-2018—40.3 % Meeting/Exceeding Standards + 8.7%  
 2018-2019—37.68% Meeting/Exceeding Standards - 2.62%

**ELA CLAIMS: 2017-2018 to 2018-2019**

1. Reading Domain: 66.7% to 65.9% , a decrease of of **-8.0%Met/Exceeded**.
2. Writing Domain: 59.3% to 71.5%, an increase of **+12.2%Met/Exceeded**.
3. Listening Domain: 72.8% to 75.2%, an increase of **+2.4 %Met/Exceeded**.
4. Research Inquiry: 72.0% to 72.8% , an increase of **+8.0%Met/Exceeded**.

**iReady Data**

2019-2020—Dignostic 1 Fall 2019 to Winter 2019

- Grade 1—10% to 34% +24%
- Grade 2—16% to 38% +22%
- Grade 3—53% to 60% +7%
- Grade 4—10% to 24% +14%
- Grade 5—13% to 19% +6%
- Grade 6—13% to 23% +10%

**SBAC ELA Distance from Level 3 (African American)**

	2017-2018	2018-2019
Test taker	27	25
Proficiency w/Met/Exceed	11.1%	20.0% <b>+ 8.9%</b>
Average Distance from Level 3	-75.2	-59.1 <b>+16.1 Increased Significantly</b>

**%Status Distance for Standards**

	2017-2018	2018-2019
Very Low	51.9%	40.0%
Low	37.0%	36.0%
Medium	0.0%	12.0%
High	3.7%	4.0%
Very High	7.4 %	8.0%

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

	2017-2018	2018-2019
Test taker	34	40

2. Entering Viking at low math proficiencies—though students are making progress, not enough progress to score a level 3 or 4 on the SBAC. All students receive RTI, whether it's in classrooms with push-in support, small group instruction, or pull-out support.
3. Chronic behavioral issues—Disruptive behaviors hindering the learning.
4. Core curriculum being taught while students are being pulled for small group instructions from Resource Specialists or other support structure.
5. Lack of parent support/follow through when parent meetings such SSTs, IEPs, or parent/teacher/admin are scheduled to discuss options for student success.
6. Lack of funding for ongoing and consistent Social/Emotional Support for students who are in crisis, which contributes to lack of focusing and learning the content being taught.

**SBAC Math Distance from Level 3 (African American)**

Overall SBAC scores for African American students in Math from 2107-2018 to 2018-2019:

- Proficiency w/Met/Exceed 11.5% 20% **+ 8.5%**
- Average Distance from Level 3 -79.3 -63.2 **+16.1 Increased Significantly**

Key factors that may have contributed to the increase scores of our African American Students:

- PLC teams continue to improve instructional support and provide intervention through the RTI process for this subgroup. Teachers continues to work with resource specialists to support student achievement for our African American students who have IEPs.
- Teachers and PLCs monitor our students in a timely manner and collaborate with assigned teacher to design instruction that will meet the needs of the students for RTI.
- Other curriculum are being implemented to support RTI. Support personnel are given for RTI.

One concern for our African American students is Chronic Absenteeism.

2017-2018	2018-2019
23.2% chronically absent	26.3% chronically absent

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

Overall SBAC scores for Student with Disabilities in Math from 2017-2018 to 2018-2019:

- Proficiency w/Met/Exceed 3.3% 10.0% **+ 6.7%**
- Average Distance from Level 3 -121.3 -89.8 **+31.5 Increased Significantly**

Key factors that may have contributed to the increase scores for our Students with Disabilities:

- PLC teams continue to improve instructional support and provide intervention through the RTI process for this subgroup. Teachers continues to work with resource specialists to support student achievement.
- Ratio of students to teacher in our Resource program was adequate. Resource personnel in our Resources program was able to progress monitor our students in a timely manner and collaborate with assigned teachers to design instruction that will meet the needs of the students.
- Core curriculum are being taught when students are being pulled for small groups from Resource Specialists. Other supplemental curriculum are being implemented during this time to meet the

Proficiency w/Met/Exceed	5.9%	7.5%	<b>+ 1.6%</b>
Average Distance from Level 3	-105.5	-90.3	<b>+15.3 Increased Significantly</b>

**%Status Distance for Standards**

Very Low	73.5%	62.5%
Low	20.6%	30.0%
Medium	2.9%	2.5%
High	2.9%	2.5%
Very High	0 %	2.5%

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

Viking made an overall growth in SBAC from 30.3% to 32.7% from 2017-2018 to 2018-2019. The key factors for the 2.4 % growth is a school-wide implementation of CCSS Math to ensure the following:

- 1) Establish and maintain an environment that encompasses a structure that is conducive to learning by implementing the following procedures and curriculum:
  - Academic Discourse utilizing Talk Moves during collaborative math instruction.
  - CHAMPS
- 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 students to learn the content of the lesson” in the three mathematical domains:
  - Concepts and Procedures, Problem Solving and Modeling & Data Analysis, and Communicating Reasoning, Lessons are aligned 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 PLC SMART Goals for 1st, 2nd, and 3rd iReady Diagnostic 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 earned it?
  - Assessments are created from Go Math, teacher created, or Illuminate to get quick data from students so teachers can pivot instruction.
- 4) Other support system 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

needs of the students.

- The program consists of push-in and pull-out structures, depending on the needs of the students.

One concern for our Students with Disabilities is Chronic Absenteeism.

2017-2018	2018-2019
20.8% chronically absent	25% chronically absent

lab for primary grades, Computer lab instruction focuses on keyboarding and computer literacy, to support success on Interim Assessments, and CAASPP.

- Staff collaboration by PLCs and vertical teaming: Share instructional strategies during PLC and PL time to develop lessons that include effective instructional strategies that embed CCSS Mathematical Practicals/Shifts. District support through Math Coaches for instructional planning and delivery as needed.

**Viking Quantitative Data**

The number of students Viking’s comprehensive Math Program serves is approximately 752. Here is Viking’s data for the following years for Math:

**SBAC Data for grades 3-6:**

2016-2017—27 % Meeting/Exceeding Standards  
 2017-2018—30% Meeting/Exceeding Standards + 3%  
 2018-2019—32.7% Meeting/Exceeding Standards +2.7%

**Math CLAIMS: 2017-2018 to 2018-2019**

1. Concepts and Procedures: 52.8% 54.1%, an increase of **+1.3%** Met/Exceeded.
2. Problem Solving, Modeling and Data: 58.9% 58.9%
3. Communicating Reasoning: 63.0% 62.2%, an increase of **-.80%** Met/Exceeded.
4. Research Inquiry: 72.0% to 72.8% , an increase of **+ .80%** Met/Exceeded.

**iReady Data**

2019-2020—Dignostic 1 Fall 2019 to Winter 2019

Grade 1—3% to 21% +18%  
 Grade 2—4% to 13% +9%  
 Grade 3—6% to 23% +17%  
 Grade 4—10% to 37% +27%  
 Grade 5—11% to 23% +12%  
 Grade 6—13% to 25% +12%

**SBAC Math Distance from Level 3 (African American)**

	2017-2018	2018-2019
Test taker	26	25
Proficiency w/Met/Exceed	11.5%	20% <b>+ 8.5%</b>
Average Distance from Level 3	-79.3	-63.2 <b>+16.1 Increased Significantly</b>

**%Status Distance for Standards**

Very Low	30.8%	36%
Low	46.2%	16%
Medium	11.5%	28%
High	11.5%	12%
Very High	0 %	8 %

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

	2017-2018	2018-2019
Test taker	30	40
Proficiency w/Met/Exceed	3.3%	10.0% <b>+ 6.7%</b>
Average Distance from Level 3	-121.3	-89.8 <b>+31.5 Increased Significantly</b>

**%Status Distance for Standards**

Very Low	66.7%	45%
Low	30%	35%
Medium	0%	10%
High	3.3%	7.5%
Very High	0 %	2.5%

**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 . The intended implementation that did not surface this year was math. Viking did not participate in the CORE Math program due to the instability of permanent teachers for 4th-6th grade. 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—however, students in these two groups are included in all progress monitoring cycle (CCI) for ELA and Math. Included in this year was extra support after school (homework club/tutoring) for grades 3rd-6th, 3x a week.

**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.

The changes for 2020-2021 will be the following: PLI support through Educational Elements will no longer be available. Support will be through district, therefore, funding will not be allocated for PLI with Educational Elements. Continuously progress monitoring for student groups African American and Student with Disabilities will continue. Professional Learning will continue to change due to the needs of the students based on assessments by site,

district, and state.

**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:**

Met with School Site Council on the following dates:

10/24/2019, 1/23/2020, 2/3/2020, 2/24/2020, 3/10/2020

Topics discussed/reviewed with SSC were:

- Viking SBAC and iReady data
- Viking SBAC ELA and Math SMART Goals for 2020-2021 and current programs to support goals.
- State Data Dashboard and TSI Status
- 2019-2020 SPSA
- 2019-2020 budget allocations
- Review staff input/feedback for 2019-2020 SPSA and 2020-2021 SPSA

School Site Council Members' input/feedback:

- Agreed to continue current program and allocations as is to help with progress monitoring and intervention in the academic domain and social/emotional domain.

**2 ELAC:**

Met with ELAC to discuss the following:

Topics discussed/reviewed with SSC were:

- Viking SBAC and iReady data
- Viking SBAC ELA and Math SMART Goals for 2020-2021 and current programs to support goals.
- State Data Dashboard and TSI Status
- 2019-2020 SPSA
- 2019-2020 budget allocations
- Review staff input/feedback for 2019-2020 SPSA and 2020-2021 SPSA
- EL Redesignation Rate, ELPAC process, support for EL students, and Integrated Structure.

EL Members' input/feedback:

- Agreed to continue current program and allocations as is to help with progress monitoring and intervention in the academic domain and social/emotional domain.

**3 Staff:**

Staff has met multiple meetings to review the following information:

- Reviewed Viking SBAC, iReady, and CA Data Dashboard data for 2017/2018 to 2018/2019.
- SMART Goals for SBAC for 2020-2021
- TSI status for 2019-2020 and 2020-2021
- SPSA Actions and allocations for 2019-2020 and 2020-2021
- Staff input/feedback were to keep many of the current program structures in place and allocations as is.

## Action 1

**Title:** Viking Comprehensive ELA Program

### Action Details:

Viking implements a schoolwide comprehensive ELA program that aligns to the CCSS (Common Core State Standards) for ALL students. 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", as monitored by the Cycle of Continuous Improvement structure every three weeks. The comprehensive ELA program consists of daily Tier I ELA instruction that allows ALL students to access to grade level core curriculum within the 120 minute ELA block. ELA Block includes whole and small group for differentiated instruction. Viking's comprehensive ELA program consists of the following balanced literacy components to ensure that all students receive quality instruction.

- A culture of learning with high expectations in all classrooms.
- Challenge Content present in all classrooms—utilizing high quality texts to employ questions and tasks to integrate reading, writing, speaking and listening standards.
- Frequent monitoring of student progress (CCI), utilizing data and student work samples to calibrate and set criteria for success.
- Provide a Multi-Tiered System of Support (MTSS) approach to literacy.

1) A culture of learning with high expectations in all classrooms—Establish and maintain a learning environment that encompasses structures that are conducive to learning for ALL students:

- 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
- Student and Classroom Goal Setting--cultivating a learning environment that students have ownership in their learning
- Cultural Proficiency

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. In addition, literacy lessons will reflect The Four Strands of ELA Standards.

- Four Strands of ELA Standards:
  - a. Reading Standards: 1) Literature 2) Informational Text 3) Foundational Skills
  - b. Writing Standards: Calibration to set anchor papers for each grade level and each genre for quarterly writing sample
  - c. Speaking and Listening Standards: Collaborative Conversation and Talk Moves
  - d. Language Standards
- Comprehension Skills through Close Read process: a) Identifying Key Words and Signal Words b) Look for Similarities and Differences in texts c) Causes and Effect d) Making Inferences e) Defining Words and Rewording Ideas.
- Aligning text complexity to the appropriate tasks during the lesson which will lead to opportunities for students to integrate reading, writing, speaking and listening, and/or language standards in building reading comprehension, to provide evidence from the text to demonstrate/identify critical elements of the text's concepts, ideas, structure, events/details, words, or phrases within the text.
- Instructional lessons are planned intentionally to sequence building knowledge and deepen students' comprehension of the text through the task that attends to through academic discourse and writing.
- Computer lab instruction integrates FUSD Technology Standards and research and writing for primary grades.
- PLI structure and process will be utilized to differentiate core instruction in grades K-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 PLC SMART Goals towards 1st, 2nd, and 3rd district ELA benchmarks 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 and 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. Quarterly CCI process is required for all Writing Samples.
- 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 will be utilized 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 through the CCI process.
- Climate and Culture and ILT Teams are included in analyzing CFA/Interim/Survey data on an ongoing basis and design problem solving actions to address students needs, academically and social-emotional.
- IABs, Wonders, Illuminated, and teacher created CFAs will be utilized as other measurements in the CCI process for teachers in grades 1-6

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

- Tier 1 focuses on CCSS implementation of literacy standards: Reading Standards, Literature Informational Text, Foundational Skills, Writing Standards, Speaking and Listening Standards, and Language Standards for ALL students. Four Certificated Tutors provide push-in support for small group Guided Reading instruction for ALL students in grades 1st-3rd. Certificated tutors also support grades 4 and 5 as needed during RTI block. Grades K-6 will implement PLI during ELA Core block to differentiate learning in Tier 1. PLCs will create, administer, and monitor formative assessments between district interim assessments (iReady). IPG Tenet 1-5 will be implemented in all classrooms.

- Tier 2 provides opportunities for deployment among PLCs 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, DIBELS, and other vendors will be utilized to diagnosis, progress monitor, and provide targeted intervention lessons that align 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, DIBELS, and other vendors will be utilized to diagnosis, progress monitor, and provide targeted intervention lessons that align 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 PLCs. PLCs 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 PLC SMART Goals toward 1st, 2nd, and 3rd district Interim Assessment (iReady), California Assessment of Student Performance & Progress (CAASSPP), and in addition BAS and Fluency goals for K-2nd. TK and K grades will utilize the Kindergarten Assessment of Individual Growth (KAIG) and TK-KAIG as measurements or iReady data.

- ELA CFA's (Common Formative Assessments) every three weeks for grades 1st -6th, utilizing the Guaranteed Viable Curriculum (GVC) assessments.
- Illuminate platform assessments, IABs, Wonders, or Professional Learning Community (PLC) created assessments.
- Teachers utilize 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 utilize TEAMS/Wonders to respond to writing prompts from teachers for quick feedback from teachers.
- Computer reading software program such as i-Ready, Moby Max, and other vendors will be utilized to diagnosis, progress monitor, and provide targeted intervention lessons that align to students' diagnostic assessments for grades 1-6. Software will be provided for all students with emphasis in Students with Disabilities and African American student groups.

#### Owner(s):

- Professional Learning Communities
- Resource Specialist --Student with Disabilities
- ILT
- Individual Teachers

#### Timeline:

Professional Learning Communities 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 PLC generated writing rubric. Student results shared out in PLCs 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.

**Reading:**

Reading software diagnostic assessments iReady will be utilized to measure student growth 3x a year. In addition, site will utilize BAS and CFA's to plan for next steps in differentiating instruction for the following grade levels.

**Kindergarten:**

- BAS and Fluency Assessments will be given to Kindergarten students, starting 2nd-4th quarter.
- Essential Standards will be selected per quarter, PLC 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 and Fluency Assessments will be given to students at every quarter to measure reading levels for the purposes of instructional planning for small Guided Reading Groups.
- Essential Standards will be selected per quarter, PLC 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 and Fluency Assessments will be given to students, starting 2nd and 4th quarter to measure reading levels for the purposes of instructional planning for small Guided Reading groups.
- Essential Standards will be selected per quarter, PLC 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.

**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, PLC 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.

**4th-6th Grades:**

- Essential Standards will be selected per quarter, PLC 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.

**Owner(s):**

- Professional Learning Communities
- Resource Specialist --Student with Disabilities
- ILT
- Individual Teachers

**Timeline:**

5 writing samples throughout the year for grades K-6.

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

PLC created--3 Formative Assessments per quarter.

Reading Software Diagnostic (iReady) will be given 3 times per year to measure student growth and plan instruction to differentiate student needs. In addition to the following site assessments:

1. BAS scores for Kindergarten will be 2nd(site) 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. iReady assessments will be utilized to measure student growth.
2. 1st-2nd grade BAS and Fluency scores for every quarter. Anecdotal notes/running records as needed for instructional change to meet the needs of the students.
3. 3rd grade BAS scores for 2nd quarter and 4th quarter.

T-KAIG will be 3 trimester. Anecdotal notes as needed for instructional change to meet the needs of the students.



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

Students with Disabilities, African American, and English Learners:

- 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 CFAs 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 PLCs for further planning for the school year. Writing samples will be given each quarter to progress monitor student writing.

#### Owner(s):

- Individual Teachers--analyze data
- Professional Learning Communities--Plan for RTI Deployment
- Resource Specialist--Students with Disabilities--Differentiate instruction to meet IEP goals
- ILT--Professional learning for staff base on student data.

#### Timeline:

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, to measure growth, in addition to the following:

1. 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. iReady assessments will be utilized to measure student growth.
2. 1st-2nd grade BAS and Fluency scores for every quarter. Anecdotal notes/running records as needed for instructional change to meet the needs of the students.
3. 3rd grade BAS scores for 2nd quarter and 4th quarter.

#### 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 identified and grouped accordingly to needs through various assessments: ELPAC, SBAC, iReady Results, BAS, and site CFAs. Small group instruction will vary based on assessments. Structure for RTI will be fluid.

- Tier 1 service focuses 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 utilize 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 Professional Learning 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. Reading software diagnostic assessments from i-Ready, MobyMax, DIBELS, other vendors will be utilized in addition to BAS and CFAs 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, African American Student Groups, and English Learners.
- 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, DIBELS, and other vendors 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 contract for classified support during computer lab time for primary grades, to support computer literacy as stated in the FUSD Technology Standards. Computer lab instruction focuses on keyboarding and computer literacy, to support success on Interim Assessments, CFAs, and CAASPP. In addition to technology instruction, supplemental contract will support 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, Moby Max and other vendors), 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.
- Supplemental contracts for extra tutoring by CTs or teachers as needed based on student data, during the day or after school.
- Substitutes for teacher release to plan for instruction.

#### Specify enhanced services for EL students:

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English Learners will receive Viking comprehensive ELA program, in addition to the following:

- 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.
- Push in or pull out structures will be utilized for extra tutoring
- After School Tutoring

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

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- 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:

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Students with Disabilities and African American students will receive all services as GE students. In addition to the following:

- Flexible small group setting instruction provided by resource specialists for Students with Disabilities.
- Reading software program such as i-Ready, Moby Max, and other program software can be made available to diagnosis and plan targeted reading instruction, along with core curriculum and supplemental materials for both student groups.
- Along with classroom teachers, Resource Specialist will progress monitoring student learning throughout the year for our Students with Disabilities.
- After School/during day tutoring (as needed and funding allows).
- 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:

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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, IAB, FIAB, iReady, CAASPP, and 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 Professional Learning Communities and vertical teaming: Share instructional strategies during Professional Learning Communities and PL time to develop lessons that include effective instructional strategies that embed 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 such as: SSTs, IEPs, 504s, Student Assessments, professional learning on site and off site, PLC 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, plan, and implementation of best practices toward student academic achievement/social-emotional growth. Teacher supplemental contract for Common Core planning.
- Supplemental instructional supplies for classroom use to enhance and support instruction.
- Professional learning for Grades 1-6 will participate in PLI to enhance and support instruction in the classrooms.
- Professional Learning from reading software program such i-Ready, MobyMax, and other vendors 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, Solution Tree, and others vendors 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 1-3 MTSS.

## Action 2

**Title:** Viking Comprehensive Math Program

### Action Details:

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School-wide implementation of CCSS Math to ensure that all students receive the following: 1) A culture of learning with 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 SBAC growth of +2.7% Meeting/Exceeding Standards from 2017-2018 (30%) to 2018-2019 (32.7%).

Viking's comprehensive Math program consists of daily Tier I Math instruction that allows ALL students to access grade level core curriculum within the 90 minutes block, which includes whole and small group for differentiated instruction.

1) A culture of learning with high expectations—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
- Student and Classroom Goal Setting—cultivating a learning environment that students have ownership in their learning
- Cultural Proficiency

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 academic discourse.
- Instructional lessons will include the following student tasks: a) Students will state the problem in students' own words. b) What is it asking the students to do or find? c) What are the unknowns? d) What information is in the problem? e) What information is missing or not needed to solve math problems f) Building math models to represent learning. f) Math fact fluency--BBF.
- Incorporate technology from GVC Go Math.
- Incorporate reading, writing, and vocabulary development within math content (DOK levels) to emphasize problem solving; increase student discourse to integrate writing using academic math vocabulary.
- Response to Intervention in classrooms to support students based on grade/site/district CFAs. Intervention as needed by classroom teachers/PLCs.
- 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 using the BBF structure.
- Improvement Science--Focusing vs. Funneling Strategies in grades 4-6
- PLI structure and process to differentiate instruction in grades 1-6.
- IPG Tenet 1-5 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 PLC's SMART Goals towards district 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.

- PLCs will create, administer, and monitor formative assessments between district interim assessments. PLCs 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, iReady Assessments, and PLC/teacher created CFAs. b) Grades 2-6, iReady Assessments and PLC/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, and other vendors.
- 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 and goal setting.
- 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, iReady, Go Math, and Illuminate will be utilized as another measurement in the CCI process for teachers in grades 3-6.

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**

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 PLC's SMART Goals towards district 1st, 2nd, and 3rd Math iReady 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, iReady Assessments, and PLC/teacher created CFAs. b) Grades 2-6, iReady Assessments and PLC/teacher created CFAs.
- Basic Math Facts--BBF

**Owner(s):**

- Professional Learning Communities
- Resource Specialist--Student with Disabilities
- ILT
- Individual Teachers

**Timeline:**

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

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

Response to Intervention in classrooms to support students based on the following data sets:

- TKAIG for TK
- KAIG/iReady for Kinder
- PLC/teacher created CFAs for grades K-6
- iReady for grades K-6
- BBF for grades 1-6
- Go Math Assessments
- After school tutoring/during the school day tutoring for African American and Students with Disabilities

**Owner(s):**

- Professional Learning Communities
- Resource Specialist--Student with Disabilities
- ILT
- Individual Teachers

**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.
- Grades 1-6, every 3 weeks CFAs and iReady

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

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

**Owner(s):**

- Individual Teachers--analyze data
- Professional Learning Communities--Plan for RTI Deployment
- Resource Specialist--Students with Disabilities--Differentiate instruction to meet IEP goals
- ILT--Professional learning for staff base on student data.

**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 contract for classified support for technology instruction during computer lab time for primary grades, Computer lab instruction focuses 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 PLCs 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 PLCs.
- 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 or vendors.

- 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 Viking's comprehensive Math program, in addition to the following:

- Emphasis and focus on integrating the ELD Framework through SDAIE strategies on a daily basis.
- EL students will also receive extra targeted instruction to support math in small group intervention as needed (if funding allows).
- Supplemental Math instructional supplies to support EL students as needed.
- Process for identifying EL students for RTI will be through various assessments: ELPAC, SBAC, Interim 1 and 2, BAS, and site CFAs. Push in or pull out structures will be utilized for extra tutoring, either after school or during the day (as needed and funding allows).
- Math software program such as i-Ready, MobyMax, and other program software can be made available to diagnosis and plan targeted math instruction, along with core curriculum and supplemental materials.
- Along with classroom teachers, Resource Specialist will progress monitoring student learning throughout the year for ELs who have learning disabilities.

#### 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

#### Specify enhanced services for low-performing student groups:

Students with Disabilities and African American students will receive all services as GE students. In addition to the following:

- Flexible small group setting instruction provided by resource specialists for Students with Disabilities.
- Math software program such as i-Ready, MobyMax, and other program software can be made available to diagnosis and plan targeted math instruction, along with core curriculum and supplemental materials for both student groups.
- Along with classroom teachers, Resource Specialist will progress monitoring student learning throughout the year for our Students with Disabilities.
- After School/during day tutoring (as needed and funding allows).
- 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:

- Staff collaboration by Professional Learning Communities and vertical teaming: Share instructional strategies during PLC and PL time to develop lessons that include effective instructional strategies that embed CCSS Mathematical Practices/Shifts.
- Peer observations on site and other sites.
- Supplemental contract for 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 / tutoring.
- Provide professional development on effective student discourse through site/district professional learning opportunities, encompassing the CCSS Speaking and Listening Standards within Math Content.
- PLI professional learning for Grades K-6, participate in PLI to enhance and support instruction in the classrooms.
- Professional Learning from reading software program such i-Ready, MobyMax, and other software program 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 Solution Tree, Unbounded Standards Institute, and other vendors 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 deepened around year 1 and 2 MTSS.

### Action 3

**Title:** English Learner

#### Action Details:

All EL students will receive and have access to schoolwide comprehensive ELA and Math programs that align to the CCSS (Common Core State Standards). ELA instructional strategies utilized integrate all core content areas to increase reading levels for all students, in addition to the Mathematical CCSS shifts. So that, "Every child can and must learn at grade level and beyond" and "Move a minimum of a grade level per year", as monitored by the Cycle of Continuous Improvement structure every three weeks. The comprehensive ELA and Math programs consist of daily Tier I instruction that allows ALL students to access grade level core curriculum. Viking's comprehensive ELA and Math programs consist of the following components to ensure that all EL students receive quality instruction.

1. A culture of learning and high expectations in all classrooms.
2. Challenge Content present in all classrooms—utilizing high quality texts to employ questions and tasks to integrate reading, writing, speaking and listening standards.
3. Frequent monitoring of student progress (CCI), utilizing data and student work samples to calibrate and set criteria for success.
4. Provide a Multi-Tiered System of Support (MTSS) approach to literacy.

In addition to the school-wide comprehensive ELA and Math programs, EL students will receive the following:

- EL students will have access/receive Viking's Integrated English Learner Instructional Program Plan. All teachers with EL students will utilize CAELD Standards in tandem with the ELA CCSS and other content standards. 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.
- Small group interventions 4x a week for 30 minutes each day, for students who are academically at risk and scoring significantly below grade level on CAASPP, BAS and Fluency, Interim Assessments (iReady), and teacher/PLC created formative assessments.
- ELPAC chats will be provided for all EL students and instructional support will be provided for students prior to assessment.
- Goal setting for all EL students.
- Integration of meaning-making by incorporating Listening and Speaking Standards and Writing Standards to strengthen comprehension through academic discourse and note taking skills.
- EL students will have priority for after school tutoring or during the school day pull-out or push-in to support language development with particular attention to the special role of oral language development.
- ELPAC instructional focus groups for long-term English learners and at-risk English learners.

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:

- Interim Assessments (iReady, IABs, FIABs, KAIG)
- SBAC
- BAS and Fluency
- PLC created 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) Supplemental contracts for Intervention Tutors to do 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.

**Owner(s):**

- Professional Learning Communities
- Resource Specialist --Student with Disabilities
- ILT
- Individual Teachers

**Timeline:**

- Per quarter
- Per site CCI Schedule--Every 3 weeks

**Specify enhanced services for low-performing student groups:**

EL Students with Disabilities will receive Viking's Comprehensive ELA and Math Programs in addition to the following:

- Flexible small group setting instruction provided by resource specialists for Students with Disabilities.
- Reading and Math software program such as i-Ready, MobyMax, and other program software can be made available to diagnosis and plan targeted math instruction, along with core curriculum and supplemental materials for both student groups.
- Along with classroom teachers, Resource Specialist will progress monitoring student learning throughout the year for our Students with Disabilities.
- After School/during the school day tutoring (as needed and funding allows).
- 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 staff information and professional learning on how to help students reach English language proficiency through site, district, or outside vendors.



- 3) ELAC Meetings to provide information for parents regarding academic programs for EL students.
- 4) Childcare will be provided for parent meetings.
- 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.
- 7) Provide parent workshops on how to help students reach English language proficiency.
- 8) Utilize district Parent University and EL Services to support parents through parent workshops and ELAC meetings.

- 2 Utilize district Parent University and EL Services to train teachers on what are the best strategies to support EL parents and students.
3. Professional learning for site leaders and teachers focused on TSI identified student group.
4. Sub release provided for teachers to observe (side by side learning), plan, and implement best practices to increase EL academic achievement/social-emotional growth. Teacher supplemental contract for ELD planning.

## 2020-2021 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	0.2000		19,835.00
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.2000		17,683.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Supplemental instructional supplies classroom/parents - No Food/No Incentives	2,895.00
G1A1	Title 1 Basic	Instruction	Direct-Maint			Computer/Tablets Maintenance-Repair	1,500.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for SST, IEPs, AC Planning, PLI etc...	10,697.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Intervention Tutors RTI/Common Core Planning/Climate and Culture Planning and Implementation	73,188.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Supports GVC classrooms and supplemental instructional supplies	11,376.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Supplemental Instructional Supplies	63,958.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics for Instructional Supplies	1,000.00
G1A1	Sup & Conc	In-House Instructional Staff Deve	Travel			Solution Tree Conference/Other conferences	4,500.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Sup			Technology Support/ Extended Library Hours Thursdays	7,583.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2000		19,099.00
G1A3	LCFF: EL	Instruction	Ins Aide-Sup			Translators for Parent Conferences	632.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Supplemental Instructional Supplies	4,258.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	2,300.00

**\$240,504.00**

## 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	46.777 %	39.431 %	2018-2019	46.431 %

**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) Lack of inputting the roster of students who participated in events on time in the system.
- 2) Even though inputting was done, data on metric does not reflect true participation rate.
- 3) Lack of resources/personnel to create as many opportunities as possible to engage students in extra-curricular activities due to time. Viking is a Designated School, and the time for teachers to participate or coordinate or participate in after school extra-curricular is difficult.
- 4) Not all grade levels can participate in extra-curricular due to student's or parent's other commitments, therefore students cannot stay after school.
- 4) Extra-curricular activities on site are as follows:
  - Gardening Club
  - Pokeman Club
  - Peer Mediators
  - Inter- Mural Sports
  - Talent Show Winter and Spring
  - Viking Vocals
  - Cafeteria Helpers
  - Leadership
  - Mentorship
  - Flag Salutors
  - Daily Announcements
  - Reading Challenge
  - Math Champions
  - 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) Not all grade levels can participate in extra-curricular due to student's or parent's commitment so they cannot stay after school.
- 6) Behavioral issues is another factor for student participating. Some students cannot self-manage or self-regulate and safety becomes an issue for the student or for others.

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

There were some intended activities or programs written to support the participation rate, however, due to lack of personnel and time, intended activities/program did not get implemented as intended.

**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.

The changes for the upcoming 2020-2021 school can be found in Goal 2 Actions. Here are some of the intended or changes that will be implemented for next to engage all student participation: 1) School-wides clubs for all grade levels once a quarter. 2) Continue with existing after school clubs 3) Recruit or seek for outside resouces/personnel to coordinate extra-curricular activities.

**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:
  - 2018-2019 SBAC results
  - SMART Goals for SBAC for 2019-2020
  - Reviewed 2019-2020 SPSA and budget allocations and proposed 2020-2021 SPSA and budget allocations.
  - Viking's CA Data Dashboard data--TSI Status for Chronic Absentism and Supsension rate for AA and SPED. Proposed SEL support programs for 2020-
- 2) School Site Council Members' input/feedback:
  - Would like to build more student engagement activities for GOAL 2 if possible for lower grades.
  - Safety concerns for physical school environment--easy access to school campus, which can affect social/emotional side for students and staff.
  - Tentative approval of 2020-2021 SPSA and budget allocations

**2** ELAC:

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

- 1) Viking data reviewed:
  - 2018-2019 SBAC results
  - SMART Goals for SBAC for 2019-2020
  - Reviewed 2019-2020 SPSA and budget allocations and proposed 2020-2021 SPSA and budget allocations.
  - Viking's CA Data Dashboard data--TSI Status for Chronic Absentism and Supsension rate for AA and SPED. Proposed SEL support programs for 2020-2021
  - EL Redesignation Rate--Site vs. District
  - Percentage of EL students on campus
  - Site ethnicity
  - ELAC's responsibilities
- 3) ELAC's input/feedback:
  - a) ELAC members that attended was satisfied with current program and would like programs to continue for 2020-2021. Tentative approval of 2020-2021 SPSA and budget allocations.

**3** Staff:

Meetings were held with our staff members on multiple times through different venues: Paper and pencil and face to face meetings. The following information was presented to our Staff members.

- 1) Viking data reviewed:
  - 2018-2019 SBAC results
  - SMART Goals for SBAC for 2019-2020
  - Reviewed 2019-2020 SPSA and budget allocations and proposed 2020-2021 SPSA and budget allocations.
  - Viking's CA Data Dashboard data--TSI Status for Chronic Absentism and Supsension rate for AA and SPED. Proposed SEL support programs for 2020-2021
  - EL Redesignation Rate--Site vs. District
  - Percentage of EL students on campus
  - Site ethnicity
- 2) Staff input/feedback:
  - Would like to continue with counseling services
  - Keep all current programs for 2020-2021
  - Tentative approval of 2020-2021 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/Pokeman Club
  - Peer Mediators
  - Inter- Mural Sports
  - Talent Show Fall and Spring
  - Cafeteria Helpers
  - Library Helpers
  - Flag Salutors
  - Daily Announcements
  - Winter/Spring Music Program
  - Winter/Spring Schoolwide Performances
  - Volunteer Program
  - Viking Vocals

#### Owner(s):

- Club Advisors
- Support Staff

#### 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
  - Viking Vocal
  - Art Club
  - Viking Clubs
  - Peer Mediators
  - Leadership
  - Mentorship
  - Music Performances
  - 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. Staff will check in with students and encourage participation in various activities.

#### 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, Viking Vocals
- 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. Adults includes teachers, support staff, various support vendors such as Hand in Hand, Family Foundations and other vendors. Same process will be utilized for other identified low performing student groups.

#### 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 %	95.455 %	2018-2019	100 %
Exposure to Careers - 4th Grade	100 %	92.857 %	2018-2019	99.857 %
Exposure to Careers - 6th Grade	100 %	88.889 %	2018-2019	95.889 %

**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**

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. No student is denied of the opportunity.

**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. No student is denied of the opportunity.

**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. No student is denied of the opportunity.

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

**Exposure to Careers - 3rd Grade**

Exposure to Careers - 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. No student is denied of the opportunity.

**Exposure to Careers - 4th Grade**

Exposure to Careers - 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. No student is denied of the opportunity.

**Exposure to Careers - 6th Grade**

Exposure to Careers - 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. No student is denied of the opportunity.

**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 to meet the goals. All students were given the opportunity to experience the event. No students will be denied unless due to

absences or safety.

**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 for the upcoming school year 2020-2021. All students will be given the opportunity to experience the event. No students will be denied unless due to absences. One change may be to incorporate 5th grade in a trip to Blackbeards. If there are any changes, it will be explained in the Actions under Goal 3.

**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:

- 2018-2019 SBAC results
- SMART Goals for SBAC for 2019-2020
- Reviewed 2019-2020 SPSA and budget allocations and proposed 2020-2021 SPSA and budget allocations.
- Viking's CA Data Dashboard data--TSI Status for Chronic Absentism and Suspension rate for AA and SPED. Proposed SEL support programs for 2020-

2) School Site Council Members' input/feedback:

- Would like to build more student engagement activities for GOAL 2 if possible for lower grades.
- Safety concerns for physical school environment--easy access to school campus, which can affect social/emotional side for students and staff.
- Tentative approval of 2020-2021 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:

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

1) Viking data reviewed:

- 2018-2019 SBAC results
- SMART Goals for SBAC for 2019-2020
- Reviewed 2019-2020 SPSA and budget allocations and proposed 2020-2021 SPSA and budget allocations.
- Viking's CA Data Dashboard data--TSI Status for Chronic Absentism and Suspension rate for AA and SPED. Proposed SEL support programs for 2020-2021
- EL Redesignation Rate--Site vs. District
- Percentage of EL students on campus
- Site ethnicity
- ELAC's responsibilities

3) ELAC's input/feedback:

- a) ELAC members that attended was satisfied with current program and would like programs to continue for 2020-2021. Tentative approval of 2020-2021 SPSA and budget allocations.

Information was 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:

Meetings were held with our staff members on multiple times through different venues: Paper and pencil and face to face meetings. The following information was presented to our Staff members.

1) Viking data reviewed:

- 2018-2019 SBAC results
- SMART Goals for SBAC for 2019-2020
- Reviewed 2019-2020 SPSA and budget allocations and proposed 2020-2021 SPSA and budget allocations.
- Viking's CA Data Dashboard data--TSI Status for Chronic Absentism and Suspension rate for AA and SPED. Proposed SEL support programs for 2020-2021
- EL Redesignation Rate--Site vs. District
- Percentage of EL students on campus
- Site ethnicity

2) Staff input/feedback:

- Would like to continue with counseling services
- Keep all current programs for 2020-2021
- Tentative approval of 2020-2021 SPSA and budget allocations



## Action 1

**Title:** Workplace Success Goal 3

### Action Details:

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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/Coaches/Support Staff  
Office

#### Timeline:

Student attendance taken after each event.

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

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- Supplemental instructional supplies to enhance students' experience in the different career pathways and engagement activities.
- Supplemental contracts for staff members to coordinate and implement various career-oriented activities

### Specify enhanced services for EL students:

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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:

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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):

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

### Describe Professional Learning related to this action:

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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	15.959 %	17.179 %	2018-2019	15.179 %
Suspensions Per 100	4.828 %	7.771 %	2018-2019	6.771 %
Chronic Absenteeism (Students with Disabilities)	18.8 %	25 %	2018-2019	23 %
Suspension Rate (Students w/Disabilities)	5.2 %	5.7 %	2018-2019	2.7 %
Chronic Absenteeism (African American)		26.3 %	2018-2019	24.3 %
Suspension Rate (African American)		7.5 %	2018-2019	4.5 %

**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

Overall Chronic Absenteeism Performance based on CAData Dashboard:

- 2017-2018 for Chronic Absenteeism was at 18.5%.
- 2018-2019 for Chronic Absenteeism was 18.3, a drop of -.3%.
- 2019-2020 currently for chronic Absenteeism is 17.2% (based on FUSD Power BI)

The factors that mostly impacted an insignificant drop in Chronic Absenteeism rate or poses as still an ongoing challenge are:

- Staff made great efforts in the classrooms (teachers calling home), but not enough staff to consistently focus solely on attendance,
- Office calling home to work with the different families, but not enough staff to consistently follow through.
- Lack of staff personnel to consistently coordinate school-wide incentives for good attendance.
- Parents do not follow through on the plan created by school personnel to support attendance.
- Excessive tardiness
- Some students do have chronic illness that prevents them from attending school regularly
- Saturday Academy provided for all students that qualified, however, not all attend.

#### Chronic Absenteeism (African American)

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

#### Chronic Absenteeism

Key factors may have contributed are:

- Excessive Tardiness—many students come in tardy even after multiple communications to parents via SchoolMessenger, school notes going home, and parent conferences.
- Parents do not often follow through on the plan created by school personnel to support attendance.
- Parent participation in school meetings to correct behavior is limited due to unavailability of parents/guardians.
- The availability of school personnel to solely focus on attendance is limited (progress monitoring on a weekly/monthly/quarterly basis).

#### Chronic Absenteeism (African American)

A key factor that contributes to the disproportionality for this student group is the tardiness. Many students come in tardy even after multiple communications to parents via SchoolMessenger, school notes going home, and parent conferences. Many of the students wake themselves up and get themselves to school with no parent involvement. Phone numbers are often disconnected and parents cannot be contacted.

#### Chronic Absenteeism (Students with Disabilities)

One key factor that contributes to the disproportionality for this student group is the tardiness. Many students come in tardy even after multiple communications to parents via SchoolMessenger, school notes going home, and parent conferences. Many of the students wake themselves up and get themselves to school

Based on CAData Dashboard:

2017-2018 23.2%

2018-2019 26.3% an increased of 3.1%

Some factors which impacted absenteeism rate are:

- Many of the students with disabilities may have chronic illness that caused them to be absent more than others.
- Excessive tardiness
- Parents do not follow through on the plans created by school personnel to support attendance.

#### **Chronic Absenteeism (Students with Disabilities)**

Based on CAData Dashboard:

2017-2018 20.8%

2018-2019 25% an increased 4.2%

Some factors which impact absenteeism rate are:

- Many of the students with disabilities may have chronic illness that caused them to be absent more than others.
- Excessive tardiness
- Parents do not follow through on the plans created by school personnel to support attendance.

#### **Suspension Rate (African American)**

Based on CAData Dashboard:

The suspension rate for African American are:

2017-2018 7.2%

2018-2019 7.5%

#### **Suspension Rate (Students w/Disabilities)**

Based on CAData Dashboard:

The suspension rate for Students with Disabilities are:

2017-2018 8.2%

2018-2019 Dropped from TSI status

#### **Suspensions Per 100**

Suspensions Per 100 based on CAData Dashboard:

- 2017-2018 is 3.2%.
- 2018-2019 is 3.6%, an increase of .4%.

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 violations 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

with no parent involvement. Phone numbers are often disconnected and parents cannot be contacted. Students with Disabilities also experience more chronic illness, based on school attendance records.

#### **Suspension Rate (African American)**

A few key factors that contributed to the suspension rate for our student group African America students are:

- Students will defy the schoolwide rules, even when various incentive structures are in place to give support for student success, such as mentorship, behavior 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 parent/guardian support.
- Lack of staff personnel to consistently progress monitor the behaviors of students on a weekly/monthly/quarterly basis.

#### **Suspension Rate (Students w/Disabilities)**

A few key factors that contributed to the suspension rate for our student group African America students are:

- Students will defy the schoolwide rules, even when various incentive structures are in place to give support for student success, such as mentorship, behavior 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 parent/guardian support.
- Lack of staff personnel to consistently progress monitor the behaviors of students on a weekly/monthly/quarterly basis.

#### **Suspensions Per 100**

The three subgroups with high status in Suspension are the African American, Whites, 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.
- Single student with multiple suspensions throughout the year for various violations of CAEd. Code., which causes the rate to increase and show a "high status" in suspension for subgroups. Chronic misbehaviors by the same students.
- Parent participation in school meetings to correct behavior is limited due to unavailability of parents/guardians.
- Lack of staff personnel to consistently progress monitor the behaviors of students on a weekly/monthly/quarterly basis.

meetings.

- Parent participation in school meetings to correct behavior is limited due to unavailability of parents/guardians.
- Even with behavior modification plans actively in place and followed to fidelity, the plans do not work due to other issues that are deeper than the resources available on site. For example, some students need support from the medical aspect.

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, peer buddies, mentorship, and Targeted Support Team to identify students for SEL support.

**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 rate. However, due to the lack of personnel solely focusing on progress monitoring attendance rate and behaviors, there was an inconsistent structure in place. Allocations will be set aside to continue with classroom incentives and schoolwide incentives to encourage and promote positive behaviors and increase attendance. A functioning MTSS team has been established during the 2nd semester, more work will be done in this area with the functioning MTSS team around behavior and attendance.

**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 2 IS has been assigned to Viking for the 2nd semester to support students with chronic misbehaviors. IS will continue support with creating a systematic structure and processes to progress monitor students on daily/weekly/monthly basis. IS will continue to work with identified students who needs social skills. Allocations have been made to continue counseling for 2020/2021. In addition, mentors from Hand and Hand will also be on campus to support students with chronic misbehaviors/social-emotional needs. All personnel will be progress monitoring the students they work with.

**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:

Met with School Site Council on the following dates:  
10/24/2019, 1/23/2020, 2/3/2020, 2/24/2020, 3/10/2020

Topics discussed/reviewed with SSC were:

- Viking SBAC and iReady data
- Viking SBAC ELA and Math SMART Goals for 2020-2021 and current programs to support goals.
- State Data Dashboard and TSI Status

**2** ELAC:

Met with ELAC to discuss the following:

Topics discussed/reviewed with SSC were:

- Viking SBAC and iReady data
- Viking SBAC ELA and Math SMART Goals for 2020-2021 and current programs to support goals.
- State Data Dashboard and TSI Status
- 2019-2020 SPSA

**3** Staff:

Staff has met multiple meetings to review the following information:

- Reviewed Viking SBAC, iReady, and CA Data Dashboard data for 2017/2018 to 2018/2019.
- SMART Goals for SBAC for 2020-2021
- TSI status for 2019-2020 and 2020-2021
- SPSA Actions and allocations for 2019-2020 and 2020-2021
- Staff input/feedback were to keep many of the current program structures in place and allocations as is.

- 2019-2020 SPSA
- 2019-2020 budget allocations
- Review staff input/feedback for 2019-2020 SPSA and 2020-2021 SPSA

School Site Council Members' input/feedback:

- Agreed to continue current program and allocations as is to help with progress monitoring and intervention in the academic domain and social/emotional domain.

- 2019-2020 budget allocations
- Review staff input/feedback for 2019-2020 SPSA and 2020-2021 SPSA
- EL Redesignation Rate, ELPAC process, support for EL students, and Integrated Structure.

EL Members' input/feedback:

- Agreed to continue current program and allocations as is to help with progress monitoring and intervention in the academic domain and social/emotional domain.

## Action 1

**Title:** Attendance and Suspension Rates

### Action Details:

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#### Attendance Rate:

Climate and Culture Team 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
- TK and Kindergarten parent orientation on how important attendance is for academic growth.

#### Suspension Rate:

MTSS and Climate and Culture Teams will collaborate with different stakeholders to provide multiple opportunities for students to interact/engage in activities that builds and enhances the following qualities to foster a positive learning environment in support of decreasing suspension: a)Connections among students and between students and teachers. b) Set a tone for respectful and engaged learning in a climate of trust. c) Merge academic, social, and emotional learning, and d) Motivate students by addressing the human need to feel a sense of significance and belonging.

1) All classrooms will implement a culture of learning with high expectations to cultivate these qualities so that students have ownership in their learning through the following processes and curriculum:

- CHAMPS
- Class Meetings
- Second Steps
- Classroom Incentives
- School Wide Incentives
- Growth Mindset / Mindfulness Strategies
- Collaborative Conversations
- Warriors' Promise--Criteria for Success
- Daily Word of Wisdom
- Schoolwide Safety Structures
- Peer Mediators
- Mentorship
- Leadership Club
- Cultural proficiency materials

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

3) Supplemental contracts for Classified personnels 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. Supplemental contracts will be provided to staff members for coordinating, monitoring, and training Peer Mediators.
- 5) Provide radios and orange vests for teachers/NTAs who are on supervision—-increase visibility of adults during supervision.
- 6) Anti-bully and Safety Assemblies:
  - Student Safety Assemblies 2x a year, Fall and Spring
  - Don't Laugh at Me Anti-Bully Assembly by Sunnyside High School
  - Random Kindness Act
- 7) Positive behavior management with emphasis on three subgroups: African American, White, and Students with Disabilities . Positive behavior modification plan for students who are at risk/chronic misbehaviors.
- 8) MTSS and Climate and Culture Teams meet monthly to analyze and collaborate the progress of each area--Attendance and Behavior. Team will look at current structures and make changes as needed with input from staff.
- 9) Tier II IS personnel will work with students who have chronic misbehavior in the area of building self-confidence, engage with others with positive social skills, and progress monitor daily/weekly behaviors. IS will work collaboratively with teachers and administrators to foster an environment that has a systematic structure process of what referrals look like, behavior modification strategies, and build criteria of success.
- 10) Provide extra NTAs for direct supervision as a proactive measure to minimize misbehavior and ensure the safety of the students.
- 11) Implement a Multi-Tiered System of Support (MTSS) to improve student behavior.
- 12) Mentorship from Hand in Hand will support students with needs in the area of social-emotional areas.
- 13) Supplemental contracts for extra NTAs to ensure student safety.

**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
- OM meeting with parents and students with chronic absenteeism

Owner(s):

- MTSS Team
- Attendance Clerk
- OM
- Climate and Culture Team
- PLCs
- Teachers

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, African American, and White Student Groups.

- # of SSTs for Behavior
- Number of office referrals per quarter and the educational code for the office referrals.
- ATLAS entries
- Attendance Rate
- Data from the different support social/emotional vendors: Hand in Hand, Family Foundations and FUSD IS

Owner(s):

- IS
- Teachers
- MTSS Team
- Climate and Culture Team

Timeline:

- Bi-monthly as needed
- 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.
- Mentorship from Hand in Hand
- Counseling from Family Foundations
- Supplemental contract for classified personnel to focus on attendance (as funding allows)

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
- Mentorship from Hand in Hand
- Counseling from Family Foundations
- Peer Mediators
- Leadership Clubs
- Viking Clubs

Specify enhanced services for EL students:

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All EL students are included in the schoolwide structure.

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

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- 1) Viking and district handbooks are sent home for parents, in the language preferred.
- 2) School Messenger 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.

Specify enhanced services for low-performing student groups:

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Tier II IS will work specifically with Students with Disabilities, African American, and identified 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.

Describe Professional Learning related to this action:

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- 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

5) Parents are encouraged to participate in the Parent University classes offered to parents regarding the educational system.

6) Monthly School Messenger 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.

- 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 deepened around year 1 and 2 MTSS.
- Sub release or supplemental contracts for planning, implementing, or side by side learning observations.
- Sub release for cultural proficiency training. Supplemental contracts for planning and implementing cultural proficiency.



## 2020-2021 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	253.00
G4A1	Title 1 Basic	Parent Participation	Direct-Graph			Graphic Parent Handbook/Instructional Supplies for Parents	1,720.00
G4A1	Title 1 Basic	Parent Participation	Communicatio			Stamps for parent communications	100.00
G4A1	Title 1 Basic	Guidance & Counseling Services	Subagreements			Family Foundation Counseling	29,260.00
G4A1	Sup & Conc	Instruction	Off Eq Lease			Office Copier Lease and 2nd Site Copier	4,638.00
G4A1	Sup & Conc	Instructional Supervision & Admi	CI&Tech-Sup			Office Supplemental Support	3,793.00
G4A1	Sup & Conc	Guidance & Counseling Services	Subagreements			Hand in Hand : Mentors from Hand in Hand	40,000.00
G4A1	Sup & Conc	Other Pupil Services	Oth Cls-Supp			Climate and Culture-Safety NTA/Social Emotional Support	22,117.00

**\$101,881.00**

## 2020-2021 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	0.2000		19,835.00
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.2000		17,683.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Supplemental instructional supplies classroom/parents - No Food/No Incentives	2,895.00
G1A1	Title 1 Basic	Instruction	Direct-Maint			Computer/Tablets Maintenance-Repair	1,500.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for SST, IEPs, AC Planning, PLI etc...	10,697.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Intervention Tutors RTI/Common Core Planning/Climate and Culture Planning and Implementation	73,188.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Supports GVC classrooms and supplemental instructional supplies	11,376.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Supplemental Instructional Supplies	63,958.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics for Instructional Supplies	1,000.00
G1A1	Sup & Conc	In-House Instructional Staff Deve	Travel			Solution Tree Conference/Other conferences	4,500.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Sup			Technology Support/ Extended Library Hours Thursdays	7,583.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2000		19,099.00
G1A3	LCFF: EL	Instruction	Ins Aide-Sup			Translators for Parent Conferences	632.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Supplemental Instructional Supplies	4,258.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	2,300.00
G4A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Childcare for parent meetings	253.00
G4A1	Title 1 Basic	Parent Participation	Direct-Graph			Graphic Parent Handbook/Instructional Supplies for Parents	1,720.00
G4A1	Title 1 Basic	Parent Participation	Communicatio			Stamps for parent communications	100.00
G4A1	Title 1 Basic	Guidance & Counseling Services	Subagreements			Family Foundation Counseling	29,260.00
G4A1	Sup & Conc	Instruction	Off Eq Lease			Office Copier Lease and 2nd Site Copier	4,638.00
G4A1	Sup & Conc	Instructional Supervision & Admir	Cl&Tech-Sup			Office Supplemental Support	3,793.00
G4A1	Sup & Conc	Guidance & Counseling Services	Subagreements			Hand in Hand : Mentors from Hand in Hand	40,000.00
G4A1	Sup & Conc	Other Pupil Services	Oth Cls-Supp			Climate and Culture-Safety NTA/Social Emotional Support	22,117.00

\$342,385.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$73,246.00
Sup & Conc	7090	\$242,850.00
LCFF: EL	7091	\$26,289.00
<b>Grand Total</b>		<b>\$342,385.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$240,504.00
G4 - All students will stay in school on target to graduate	\$101,881.00
<b>Grand Total</b>	<b>\$342,385.00</b>