


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 long, sweeping tail on the "y".

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

Table of Contents	
Topic	Details
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"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

District Goals	
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<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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

Consolidated Program Assurances


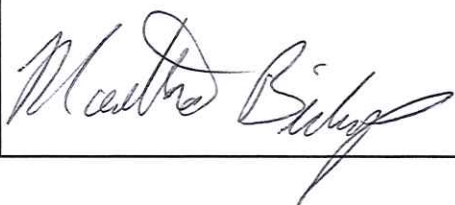
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 Engagement 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

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Christie Yang --- Principal	X				
2. Martha Bishop --- Chairperson			X		
3. Phonsavanh Bounkhoun --- Member		X			
4. Chad Christensen --- Member		X			
5. Sandy Aceves --- Secretary		X			
6. Daniel Bishop --- Member				X	
7. Frank Mejia --- Member				X	
8. Heather Orecchia --- Member				X	
9. Reanna Gallyer --- Member				X	
10. Nancy Lee --- Member				X	
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name: Viking Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Christie Yang		4-9-2021
SSC Chairperson	Martha Bishop		4-9-2021.

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 2021/22

Viking - 0465

ON-SITE ALLOCATION

3010	Title I	\$74,520 *
7090	LCFF Supplemental & Concentration	\$244,662
7091	LCFF for English Learners	\$31,590
7099	School Opening Support <i>(New! One-time funds)</i>	<u>\$27,634</u>
TOTAL 2021/22 ON-SITE ALLOCATION		\$378,406

* 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	\$1,944
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$72,576</u>
	Total Title I Allocation	\$74,520

Viking Elementary 2021-2022 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
I-Ready ELAD2 On Level		40.79 %	2020-2021	47.79 %
I-Ready Math D2 On Level		24.23 %	2020-2021	31.23 %
I-Ready ELAD2 On Level (Students With Disabilities)		22.39 %	2020-2021	29.39 %
I-Ready Math D2 On Level (Students With Disabilities)		18.46 %	2020-2021	25.46 %
I-Ready ELAD2 On Level (African American)		28.21 %	2020-2021	35.21 %
I-Ready Math D2 On Level (African American)		12.2 %	2020-2021	19.2 %

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

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

I-Ready ELAD2 On Level

Viking made an overall growth from 33% to 40.79% in ELA from D1 to D2 on iReady Assessment, a growth of 7.79% in Tier 1. Viking implements a comprehensive ELA program which consists the following for ALL students during distance learning.

- 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 Improvement) process utilizing data and student work samples to calibrate and set criteria for success for

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

I-Ready ELA D2 On Level

Frequent Monitoring—Due to distance learning, authentic student work samples were not collected as frequent as previous years during face to face instruction. Many of the work samples were collected through digital platform which at times were a challenge for students and parents. Hard copy work samples at times did not reflect authentic student work, there were evidence of parent support. Therefore, teachers could not gage specifically the needs of each child based on the hard copy work samples and digital work samples.

Tier Support—All students received Tier 1 supports. However, due to distance learning, providing Tier 2 supports for all grade levels were challenging due to the inflexibility of the schedule, not having access to students, and PLCs lack of time to plan/lack of technology knowledge in using a deployment structure among PLCs to support Tier 2 to fidelity. The inflexibility and access to students was also a challenge to implement Tier 3 structure to fidelity as well.

Attendance and the lack of face to face instructional support also made it challenging to support students to

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 SMART Goal, PLC SMART Goals towards PLC's CFAs, and the three iReady Diagnostic Assessments. 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: 1) What do we want our students to learn? 2) How do we know they've learned it? 3) 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 and Informational Text, Foundational Skills, Writing Standards, Speaking and Listening Standards, and Language Standards for ALL students. Three Certificated Tutors and site TSA 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 (as funding allows).

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.

4) Establish and maintain an environment that encompasses a structure that is conducive to learning. a) CHAMPS b) Class Meetings / Morning Meetings Second Steps c) Classroom Incentives d) School-wide Incentives e) Growth Mindset / Mindfulness f) Collaborative Conversations—Academic Discourse

Viking Quantitative Data

The number of students Viking's comprehensive ELA Program serves is approximately 710 students.

School wide Reading iReady Data 2020—2021—33% to 40%, an increase of +7%

Reading—Diagnostic 1 Fall 2020 to Winter 2021

Kindergarten— On Level 64% to 77% , an increase of +13%

Grade 1—On Level 38% to 47%, an increase of +9%

Grade 2—On Level 31% to 32%, an increase of +1%

Grade 3—On Level 43% to 45%, an increase of +2%

Grade 4—On Level 20% to 35%, an increase of +15%

Grade 5—On Level 18% to 21%, an increase of +3%

fidelity in Tier 2 and Tier 3.

I-Ready ELA D2 On Level (African American)

Attendance was an issue for our African American Student Group, and the lack of face to face instruction also made it challenging to support students to fidelity.

Frequent Monitoring—Due to distance learning, authentic student work samples were not collected as frequent as previous years during face to face instruction. Many of the work samples were collected through digital platform which at times were a challenge for students and parents. Hard copy work samples at times did not reflect authentic student work, there were evidence of parent support. Therefore, teachers could not gauge specifically the needs of each child based on the hard copy work samples and digital work samples.

Tier Support—All students received Tier 1 supports. However, due to distance learning, providing Tier 2 supports for all grade levels were challenging due to the inflexibility of the schedule, not having access to students, and PLCs lack of time to plan/lack of technology knowledge in using a deployment structure among PLCs to support Tier 2 to fidelity. The inflexibility and access to students was also a challenge to implement Tier 3 structure to fidelity as well.

Attendance was also an issue for our African American student group and the lack of face to face instructional support also made it challenging to support students to fidelity in Tier 2 and Tier 3.

I-Ready ELA D2 On Level (Students With Disabilities)

Frequent Monitoring—Due to distance learning, authentic student work samples were not collected as frequent as previous years during face to face instruction. Many of the work samples were collected through digital platform which at times were a challenge for students and parents. Hard copy work samples at times did not reflect authentic student work, there were evidence of parent support. Therefore, teachers could not gauge specifically the needs of each child based on the hard copy work samples and digital work samples.

Tier Support—All students received Tier 1 supports. However, due to distance learning, providing Tier 2 supports for all grade levels were challenging due to the inflexibility of the schedule, not having access to students, and PLCs lack of time to plan/lack of technology knowledge in using a deployment structure among PLCs to support Tier 2 to fidelity. The inflexibility and access to students was also a challenge to implement Tier 3 structure to fidelity as well.

Attendance was also an issue for Students with Disabilities and the lack of face to face instructional support also made it challenging to support students to fidelity.

I-Ready Math D2 On Level

Frequent Monitoring—Due to distance learning, authentic student work samples were not collected as frequent as previous years during face to face instruction. Many of the work samples were collected through digital platform which at times were a challenge for students and parents. Hard copy work samples at times did not reflect authentic student work, there were evidence of parent support.

Tier Support—All students received Tier 1 supports. However, due to distance learning, providing Tier 2 supports for all grade levels were challenging due to the inflexibility of the schedule, not having access to students, and PLCs lack of time to plan/lack of technology knowledge in using a deployment structure among PLCs to support Tier to fidelity. The inflexibility and access to students was also a challenge to implement Tier 3 structure to fidelity as well.

Grade 6—On Level 18% to 25%, an increase of +6%

I-Ready ELA D2 On Level (African American)

2019- 2020

Diagnostic 1—4/35 = 45% On Level Diagnostic 2—8/42 = 19% On Level

*** A drop of 26% from Diagnostic 1 to Diagnostic 2

2020-2021 Enrollment for African American Students: 51/723 = .07%

Diagnostic 1—14/43 = 32% Diagnostic 2—12/43 = 27%

*** A drop of 5% from Diagnostic 1 to Diagnostic 2

I-Ready ELA D2 On Level (Students With Disabilities)

2019- 2020

Diagnostic 1—5/53 = .09% On Level Diagnostic 2—12/63= 19% On Level

*** An increase +18% from Diagnostic 1 to Diagnostic 2

2020-2021 Enrollment for SPED Students: 85/723 = 11%

Diagnostic 1—8/68 = 11% Diagnostic 2—13/69 = 18%

*** An increase of 7% from Diagnostic 1 to Diagnostic 2

I-Ready Math D2 On Level

Viking made an overall growth in iReady Assessment from 18% to 24%, an increase of +6% from Diagnostic 1 to Diagnostic 2.

The key factors for the 6% 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. 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: 1) Concepts and Procedures 2) Problem Solving and Modeling & Data Analysis, and 3) Communicating Reasoning.

Lessons are aligned to the CCSS Mathematical practices in all grade levels by utilizing the GVC—Go Math in addition to the following: 1) Incorporate technology from GVC—Go Math 2) Incorporate reading, writing, and vocabulary development within math content to emphasize problem solving and increase student discourse to integrate writing using academic math vocabulary. 3) Response to Intervention in classrooms to support students based on grade/site/district CFAs.

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

Attendance and the lack of face to face instructional support also made it challenging to support students to fidelity.

I-Ready Math D2 On Level (African American)

Attendance was also an issue for Students with Disabilities and the lack of support from face to face instruction also made it challenging to support students to fidelity.

Frequent Monitoring—Due to distance learning, authentic student work samples were not collected as frequent as previous years during face to face instruction. Many of the work samples were collected through digital platform which at times were a challenge for students and parents. Hard copy work samples at times did not reflect authentic student work, there were evidence of parent support. Therefore, teachers could not gauge specifically the needs of each child based on the hard copy work samples and digital work samples.

Tier Support—All students received Tier 1 supports. However, due to distance learning, providing Tier 2 supports for all grade levels were challenging due to the inflexibility of the schedule, not having access to students, and PLCs lack of time to plan/lack of technology knowledge in using a deployment structure among PLCs to support Tier 2 to fidelity. The inflexibility and access to students was also a challenge to implement Tier 3 structure to fidelity as well.

Attendance was also an issue for our African American student group and the lack of face to face instructional support also made it challenging to support students to fidelity in Tier 2 and Tier 3.

I-Ready Math D2 On Level (Students With Disabilities)

Frequent Monitoring—However, due to distance learning, authentic student work samples were not collected as frequent as previous years during face to face instruction. Many of the work samples were collected through digital platform which at times were a challenge for students and parents. Hard copy work samples at times did not reflect authentic student work, there were evidence of parent support.

Tier Support—All students received Tier 1 supports. However, due to distance learning, providing Tier 2 supports for all grade levels were challenging due to the inflexibility of the schedule, not having access to students, and PLCs lack of time to plan/lack of technology knowledge in using a deployment structure among PLCs to support Tier 2 to fidelity. **The inflexibility and access to students was also a challenge to implement Tier 3 structure to fidelity as well.**

Attendance was also an issue for Students with Disabilities and the lack of support from face to face instruction also made it challenging to support students to fidelity.

students to learn? b) How do we know they've learned it? c) How will we respond if they didn't learn it? d) How will we respond if they already learned it? Assessments are created from Go Math, teacher created, or other platform to get quick data from students so teachers can pivot instruction.

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. Classified supplemental contract to support computer and technology literacy based on the FUSD Technology Standards.

School Wide Math iReady Data 2020—2021--18% to 24%, an increase of +6%

Math—Diagnostic 1 Fall 2020 to Winter 2021

Kindergarten— On Level 47% to 64% , an increase of +17%

Grade 1—On Level 33% to 31%, a drop of -2%

Grade 2—On Level 16% to 19%, an increase of +3%

Grade 3—On Level 5% to 8%, an increase of +3%

Grade 4—On Level 10% to 22%, an increase of +12%

Grade 5—On Level 7% to 10%, an increase of +3%

Grade 6—On Level 12% to 18%, an increase of +6%

I-Ready Math D2 On Level (African American)

2019- 2020

Diagnostic 1--1/35 = .02% On Level Diagnostic 2--10/41 = 24% On Level

*** An increase + 22% from Diagnostic 1 to Diagnostic 2

2020-2021 Enrollment for African American Students: 51/723 = .07%

Diagnostic 1--6/42 = 14% Diagnostic 2--5/43 = 11%

*** A drop of 3% from Diagnostic 1 to Diagnostic 2

I-Ready Math D2 On Level (Students With Disabilities)

2019- 2020

Diagnostic 1--2/52 = .03% On Level Diagnostic 2--8/62= 12% On Level

*** An increase + .09 % from Diagnostic 1 to Diagnostic 2

2020-2021 Enrollment for SPED Students: 85/723 = 11%

Diagnostic 1--8/79 = 10% Diagnostic 2--12/66 = 18%

*** An increase of 8% from Diagnostic 1 to Diagnostic 2

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Progress Monitoring--Consistently progress monitoring has been a challenge for this year due to distance learning. Collecting authentic student work samples has been a challenge due to technology and lack of face to face

Progress monitoring consistency progress monitoring has been a challenge for the year due to distance learning. Selecting authentic student work samples has been a challenge due to technology and lack of face to face instruction. The CCI structure has not been implemented to fidelity as planned.

Tier 1—Reading support for our third graders did not happen this year due to the inflexibility of the schedule. The instructional time block did not allow for us to pull small reading groups as previously planned. Tier 2 and Tier 3—Due to the inflexibility of the distance learning schedules, Tier 2 and Tier 3 has not been done to fidelity in regards to pulling students in for small group instruction on a daily basis. PLC response to Tier 2 has not been implemented to fidelity due to lack of planning time and authentic student work and scores. When data are collected and discussed in PLCs, the challenge of deploying students based on needs for Tier 2 is a challenge because of distance learning.

Additional support such as computer lab (computer literacy) could not be implemented due to distance learning.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

As a result, the expected progress did not materialized. The plan for Tier 1, Tier 2, and Tier 3 will continue to be implemented from it's original plan. These can be found on the ELA and Math Goals listed under Goal 1.

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 Meetings:

2/5/2021, 2/16/2021, 3/2/2021, 3/5/2021, and 4/9/2021

1. Principal presented FUSD goals to all SSC members and how the goals must aligned to the SPSA
2. The various funds were presented to the SSC members and other stakeholders that attended the meetings. Each fund was explained and the allocations of actions were presented to the members.
3. Principal explained the success and challenges of distance learning and the needs for the 2021-2022 school year. All School Site Council members and stakeholders that attended the meetings have agreed to implemented the current plan for the following year 2021-2022, due to distance learning.

2 ELAC:

1. Vice Principal provided opportunities for ELAC members to give their input regarding current budget allocations, SPSA and upcoming school year recommendations.
2. Recommendations from our ELAC members are: a) More help with homework and good student habits b) Parenting Skills c) How to prepare for parent/teacher conferences d) Information on rights and responsibilities as a parent of a public school student f) have high expectations from school personnel e) Summer School f) Tutoring g) School procedures and expectations, and h) how to get kids involved in extra-curricular activities.

3 Staff:

1. Principal presented the FUSD goals to all staff members and how the goals must aligned to the SPSA
2. The various funds were presented to staff members in more than one meetings. Each fund was explained and the allocations of actions were presented to the members.
3. Principal explained the success and challenges of distance learning and the needs for the 2021-2022 school year. Staff members were given the opportunities to give feedback on the funding allocation actions through a survey on Microsoft Forms.
4. Staff members who attended the meetings have agreed to implemented the current plan for the following year 2021-2022, due to distance learning.

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. The comprehensive ELA program consists of daily Tier I ELA instruction that allows ALL students to access grade level core curriculum within the 120 minute ELA block. ELA block includes whole and small groups 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/Morning Circles
- 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.

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 samples based on each grade level's writing standards.

c. Speaking and Listening Standards: Collaborative/Academic Conversation utilizing the site adopted Talk Moves structure.

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 evident 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 the following: 1) Individual teacher and student SMART Goal 2) PLC SMART Goals towards 1st, 2nd, and 3rd district ELA benchmarks for grades 1-6 3) SBAC Scores for grades 3-6 4) TKAIG data for TK 5) FSA and BAS Scores for Kindergarten, and 6) BAS and Fluency for 1st Grade, 2nd Grade, and 3rd Grade.

- PLC 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, A-Z, etc...will be utilized as another progress monitor tool to support student achievement.
- All students and teachers will engage in goal setting throughout the year, including SPED teachers for identified students.
- All teachers will engage in data CCI collaboration meeting with Admin and their PLC, 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 Team, ILT Team, PLCs, and TST Team are included in analyzing CFA/Interim/Survey data as an ongoing basic process and design problem solving actions to address student needs academically and socially-emotionally.
- IABs, Wonders, Illuminated, i Ready, A-Z, other available software programs, and teacher created CFAs will be utilized as other measurements in the CCI process for teachers in grades K-6

4) Viking provides a Multi-Tiered System of Support (MTSS) approach to literacy development for students. PLCs will utilize the GVC (Guaranteed Viable Curriculum) to implement school-wide reading strategies (Tier 1) and provide intervention (Tier II and III) to achieve our goal of all students reading by 3rd grade.

- 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. Three Certificated Tutors and TSA provide push-in support for small group Guided Reading instruction for ALL students in grades 1st-3rd. Certificated tutors also support grades 4-6 as needed during RTI block (provided funds are available). 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 and with support from push-in tutors or pull-out process. Computer reading software program such as i-Ready, Moby Max, A-Z, DIBELS, Formative, 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, A-Z, DIBELS, Formative 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 from classroom and PLC's CFAs are collected and analyzed individually by teachers 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 Kindergarten will utilize the Kindergarten Assessment of Individual Growth (TK-KAIG) and Foundational Skills Assessment (FSA) for Kindergarten, iReady data, and PLC's CFAs as progress monitoring assessments.

- ELA CFAs (Common Formative Assessments) every three weeks for grades K-6th, utilizing the Guaranteed Viable Curriculum (GVC) assessments, teacher/PLC created CFAs. iReady, IABs, Formative, or Professional Learning Community (PLC) created assessments to respond to the Four Grounding Questions.
- Teachers utilize iReady, Wonders Assessments or other software programs to get quick data to pivot instruction throughout the week in addition to paper/pencil assessments.
- Teachers are required to implement checking for understanding strategies throughout the lessons utilizing quick whiteboard responses, exit ticket, group work, and note taking strategies, or other software program such as Nearpod/Formative.
- Students utilize TEAMS/Wonders to respond to writing prompts from teachers for quick feedback from teachers.
- Computer reading software programs such as i-Ready, Moby Max, A-Z, Formative, and other vendors will be utilized to diagnosis, progress monitor, and provide targeted intervention lessons that align to students' diagnostic assessments for grades K-6. Software will be provided for all students with emphasis in Students with Disabilities and African American student groups.
- IPG Data Report, Classroom observations/feedback, and SBAC/ELPAC data.
- Student artifacts will be collected quarterly for the purpose of data analyzes, monitor student progress, assess student needs, assess teaching strategy effectiveness, and across grade level articulation.

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, African American Student Groups, and ELs.

Reading:

Reading software diagnostic assessments iReady will be utilized to measure student growth 3x a year. In addition, site will utilize BAS, teacher/PLC created CFA's, and other software program such as A-Z or Formative available 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 Foundational Skills Assessment (FSA) 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 grade level standards.

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 "cold write" writing sample per quarter.

PLC created--3 Formative Assessments per quarter for all grade levels.

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). FAS will be administered based on district assessment calendar. 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:

PLC created--3 Formative Assessments per quarter for all grade levels.

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). FSA will be administered based on district assessment calendar. 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 of 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 (as funds are available for tutors). 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, Formative, Nearpod, and 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, support family literacy in the home, and opportunities for every student to meet the schoolwide Viking Reading Challenge.
- 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, MobyMax, DIBELS, Formative. Nearpod, 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 distribution 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 and side by side professional learning.

Specify enhanced services for EL students:

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

- English Learner (EL) students will receive daily designated and integrated ELD that aligns to the students' English Language Proficiency Level, with emphasis and focus on integrating the English Language Development (ELD) ELA Framework through Specially Designed Academic Instruction for English (SDAIE) strategies on a daily basis.
- 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

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 through push in and pull out model as needed by individual students.
- Supplemental instructional supplies as needed to address student needs.
- Administrators and RSP Teachers will collaborate with RIM for additional support.
- Reading software program such as i-Ready, MobyMax, A-Z, Nearpod, Formative, 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. Progress monitoring can be completed or done through the IEP process and progress of IEP goals, and by data chats.
- 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.

Action 2

Title: Viking Comprehensive Math Program

Action Details:

School-wide implementation of CCSS Math to ensure that all students receive the following: 1) A culture of learning 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'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/Morning Circles
- 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) Modeling, Guided, and 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.
- PLI structure and process to differentiate instruction in grades K-6.
- IPG Tenet 1-5 will be implemented in all classrooms.
- Implement Math Lesson Design structure in grades 5 and 6.

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.

- Tier 1 focuses on CCSS Math content implementation in addition to the 8 Mathematical Practices for ALL students: 1) Makes Sense of Problems and Persevere in Solving Them 2) Reason Abstractly and Quantitatively 3) Construct Viable Arguments and Critique the Reasoning of Others 4) Model with mathematics 5) Use Appropriate Tools Strategically 6) Attend to Precision 7) Look for and Make Use of Structure 8) Look for and Express Regularity in Repeated Reasoning. Math IPG Tenet 1-5 will be implemented in all classrooms.
- 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 programs such as BBF, i-Ready, Moby Max, etc...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, TST, ILT, and PLC will be included in analyzing CFA/Interim/Survey data as an ongoing basic process and problem solve actions to address student needs.
- IABs, iReady, Go Math, Formative, Nearpod, and PLCs/Teacher created CFAs will be utilized as other measurements in the CCI process for teachers in grades 3-6.

4) Tier Support Structure:

- Tier 1 service focuses on CCSS implementation of math standards, mathematical practices, and the shifts in mathematics. Teachers will differentiate instruction for all students based on the needs of the students through the different levels of DOK during Tier 1 instruction utilizing student data. Teachers will utilize the PLI structure and process to differentiate student learning during Math Core block, consisting of 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 Certified Tutors (as funds are available for tutors). 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. Math software diagnostic assessments from i-Ready, MobyMax, Formative, Nearpod, and other vendors will be utilized in addition to Go Math and CFAs to plan for next steps in differentiating instruction. Targeted lessons from the various software will be implemented to support/enhance individual student needs in K-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, various software programs such as i-Ready, MobyMax, Formative, Nearpod, and other vendors will be utilized to diagnose and plan targeted math instruction, along with core curriculum and supplemental materials.

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

Individual teachers and PLCs will monitor 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 K-6th, CAASPP for grades 3-6, in addition to the Kindergarten Foundational Skills Assessments and TKAIG for Transitional Kindergarten, with emphasis on Students with Disabilities, African American Student Groups, and English Learners.

- 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
- Student artifacts will be collected quarterly for the purpose of data analyzes, monitor student progress, assess student needs, assess teaching strategy effectiveness, and across grade level articulation.

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 Transitional Kindergarten
- Kindergarten--Foundational Skills Assessments, PLC CFAs based on the essential standards selected, and iReady
- PLC/teacher created CFAs for grades 1st - 6
- iReady for grades K-6
- BBF for grades 1-6
- Go Math Assessments for 1st-6th
- 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--Trimester for the FSA 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 K-6, every 3 weeks CFAs based on the essential standards selected by the PLC.
- iReady, 3 times per year for grades K-6

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):

1) Viking provides a Multi-Tiered System of Support (MTSS) approach to support all students in Math. Students will be identified and grouped accordingly to needs through various assessments: SBAC, iReady Results, Go Math Assessments and site CFAs. In addition to core instruction, math instruction will vary based on assessments through a fluid RTI structure (small group instruction/PLC deployment).

- Tier 1 service focuses on CCSS implementation of math standards, mathematical practices, and the shifts in mathematics. Teachers will differentiate instruction for all students based on the needs of the students through the different levels of DOK during Tier 1 instruction utilizing student data. Teachers will utilize the PLI structure and process to differentiate student learning during Math 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 Certificated Tutors (as funds are available for tutors). 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. Math software diagnostic assessments from i-Ready, MobyMax, Formative, Nearpod, and other vendors will be utilized in addition to Go Math and CFAs to plan for next steps in differentiating instruction. Targeted lessons from the various software will be implemented to support/enhance individual student needs in K-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, various software program such as i-Ready, MobyMax, Formative, Nearpod, and other vendors will be utilized to diagnosis and plan targeted math instruction, along with core curriculum and supplemental materials.

2) Other support for students are as follows:

- 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 Certificated 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, other PLCs, regional work, or Math Lesson Design coaches.
- Fifth and sixth grade teachers will implement Math Lesson Design structures to support student achievement.
- Sub release will be provided for side by side learning, professional learning, Math Lesson Design, and Math CCSS instructional planning.
- Recognize students who have made their math goal for the quarter and semester--Math Champions celebrations.
- Supplemental Math instructional supplies to meet the needs of the students from various vendors such as i-Ready, MobyMax, Formative, Nearpod, or other supplemental math software program or vendors.

- Supplemental contract for classified personnel to support teachers and students with core curriculum materials distribution, ordering, delivery, and professional learning.
- 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.
- Instructional packets will be given to incoming Kindergarten students to re-enforce Math 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 contracts for extra tutoring by CTs or teachers as needed based on student data, during the day or after school.

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, district interim assessments, and site CFAs. Push in or pull out structures will be utilized for extra tutoring, either after school or during the day (as needed and funding allows).
- Math software program such as i-Ready, MobyMax, Formative, Nearpod 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.

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.
- Supplemental instructional supplies as needed to address student needs.
- Math software program such as i-Ready, MobyMax, BBF, Formative, Nearpod, and other program softwares 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.

Action 3

Title: Viking English Learners Intragrated Program

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) in addition to selected ELA and Math instructional strategies based on the ELD Framework to integrate all core contents to increase reading and math levels for ALL EL 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 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 and math.

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 CA ELD Standards in tandem with the ELA CCSS and other content standards.
- English Learner (EL) students will receive daily designated and integrated ELD that aligns to the students' English Language Proficiency Level, with emphasis and focus on integrating the English Language Development (ELD) ELA Framework through Specially Designed Academic Instruction for English (SDAIE) strategies on a daily basis.
- 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.
- EL Data Chats based on individual student achievement to provide specific information and inform students of teacher commitments.
- 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.
- Teachers will embed ELPAC task types to daily Integrated and Designated ELD.

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, TK-KAIG, FSA)
- SBAC
- BAS and Fluency
- PLC created Common Formative Assessments
- ELPAC
- Writing samples scores based on AC/Wonders writing rubric.
- FEP Monitoring
- English Learners PBI
- Student Assessment Report PBI

Owner(s):

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

Timeline:

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

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.
- 7) Sub release for instructional planning and side by side professional learning.

Specify enhanced services for EL students:

All ELs will receive daily designated and integrated ELD that aligns to the students' English Language Proficiency Level.

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.

- Supplemental instructional supplies as needed to address student needs.
- Site will collaborate with RIM for additional support.
- 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 with data chats, IEP process, and/or IEP goals.
- Resource Specialist will implement EL strategies during delivery of instruction.
- 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.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0465 Viking Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.2000		16,220.00
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.2000		15,424.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: A-Z Reading for Kindergarten-3rd Grade/ Formative/Moby Max	3,000.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Student Technology	2,000.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			Graphic--Instructional Supplies for Classrooms	2,000.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Intervention Tutors RTI/CCSS Planning/CCT Planning & Implementation, Extra Curri Activities	81,839.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Supports GVC Classrooms & Supplemental Instruct. Supplies	11,414.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Supplemental Instructional Supplies	54,738.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Student/Teacher Laptops	8,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Computer Maintenance Staff/Students	2,000.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Sup			Extended Library Hours for Families Thursdays * Also supports G5A1 *	8,242.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2000	New CT, replacing Delvon Fulton	17,911.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Supplemental Instructional Supplies ** NO FOOD OR INCENTIVES **	4,563.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	2,993.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Supplemental Instructional Supplies	5,414.00

\$235,758.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	45 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student-centered real world learning experience - Site Defined

Student participation rate in various extra-curricular activities. All extra curricular activities as well as real life experiences field trips combined with a participation rate of 45% (schoolwide).

- 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 Helper
 - Flag Salutors Daily Announcements
 - Winter/Spring Music Program
 - Winter/Spring Schoolwide Performances
 - Volunteered Program
 - Homework Club
 - Reading Challenge
 - Math Champions

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

Student-centered real world learning experience - Site Defined

Key factors that may have contributed to the disproportionality for subgroups are: 1) Lack of opportunities for students to participate due to the pandemic and distance learning. Many teachers and students could not participate or offer extra curricular activities throughout the year due to safety issues.

- 6) Real life experience field trip pathways
- 7) Career Day

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

The key factors that contributed to intended and actual implementation of actions are: 1) Lack of inputting the roster of students who participated in events in the system. 2) Panedemic--Distance Learnig causing lack of opportunities for students to engage in extra-curricular activities.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

The annual metrics will still be participation rate. There will be no changes made to the actions. All student actions will continue for 2021-2022.

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:

2/5/2021, 2/16/2021, 3/2/2021, and 4/9/2021

- 3. Principal explained the success and challenges of distance learning and the needs for the 2021-2022 school year. All School Site Council members and stakeholders that attended the meetings have agreed to implemented the current plan for the following year 2021-2022, due to distance learning.
- 4. SSC recommends to keep extra pay contracts for staff members so opportunities of for students to engage in extra-curriculum can be expanded and continue.

2 ELAC:

- 1. Vice Principal provided opportunities for ELAC members to give their input regarding current budget allocations, SPSA, and upcoming school year recommendations.
- 2. Recommendations from our ELAC members are: a) More help with homework and good student habits b) Parenting Skills c) How to prepare for parent/teacher conferences d) Information on rights and responsibilities as a parent of a public school student f) have high expectations from school personnel e) Summer School f) Tutoring g) School procedures and expectations, and h) how to get kids involved in extra-curricular activities.

3 Staff:

- 1. Principal presented the FUSD goals to all staff members and how the goals must aligned to the SPSA
- 2. The various funds were presented to staff members in more than one meetings. Each fund was explained and the allocations of actions were presented to the members.
- 3. Principal explained the success and challenges of distance learning and the needs for the 2021-2022 school year. Staff members were given the opportunities to give feedback on the funding allocation actions.
- 4. Staff members who attended the meetings have agreed to implemented the current plan for the following year 2021-2022, due to distance learning.

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

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

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
 - Leadership
 - Other student/parent engagement events

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 personnel contracts for coordinating, training, and supervision of various Goal 2 Activities/Parent engagement activities.
- 3) Awards and incentives for students to encourage participation, attendance, and foster school spirit.
 - Award Ceremonies: Quarterly Academic Award

- Student of the Month
- Block V
- Sports
- Peach Blossom
- Educational Field Trips
- Talent Show
- Viking Vocal
- Art Club
- Pokemon Club
- Homework Club
- Peer Mediators
- Leadership
- Mentorship
- Music Performances
- Schoolwide student t-shirts, water bottles, lanyards, etc...
- 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.

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.

Action 2

Title: Workplace Success --Real World Experiences

Action Details:

1. 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.
2. Real life experience field trip pathways.
3. Career Day--career awareness.

Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> 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.

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):

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

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

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

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		20.34 %	2020-2021	18.34 %
Suspensions students with 1 or more		0 %	2020-2021	0 %
Chronic Absenteeism (Students with Disabilities)		22.37 %	2020-2021	20.37 %
Suspensions students with 1 or more (Students With Disabilities)		0 %	2020-2021	0 %
Chronic Absenteeism (African American)		34.04 %	2020-2021	32.04 %
Suspensions students with 1 or more (African American)		0 %	2020-2021	0 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

Viking's Chronic Absenteeism Rate based on Power BI:

2019-2020: 13.48%

2020-2021: 21.12%

The chronic absenteeism is largely due to distance learning—technical difficulties, lack of technology knowledge, lack of parental support, and lack of face to face instruction (proximity).

Chronic Absenteeism (African American)

Viking's Chronic Absenteeism Rates based on Power BI

2020-2021: 33.6% 14/43 students, 43/701 students are African American

Chronic Absenteeism (Students with Disabilities)

Viking's Chronic Absenteeism Rates based on Power BI:

2020-2019: 24.66% 7/73 students, 73/723 enrollment

Suspensions students with 1 or more

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

Chronic Absenteeism

Key factors may have contributed are:

- Distance Learning –lack of technology knowledge and lack of face to face interactions has contributed greatly to the Chronic Absenteeism rate.
- 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)

Chronic Absenteeism for African American Student Group:

- Distance Learning –lack of technology knowledge and lack of face to face interactions has contributed greatly to the Chronic Absenteeism rate.
- 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.

Viking's Suspension Rate based on Power BI:

2019-2020: 83 Entries, 26 Students accounted for the 83 suspension entries.

Suspension entries climbed during the month of January - March 2020.

1. The main location for suspension are from the classroom and playground.
2. The main reason for the suspensions are from Ed, Code 48900 (i)—Profanity

Suspensions students with 1 or more (African American)

Viking's Suspension Rate based on Power BI:

2019-2020: 83 Entries, 26 Students accounted for the 83 suspension entries.

1. Out of the 26 student count, 2 students are African American.
2. The reasons for the suspensions are:
 - Ed Code 48900 (a) (1) Caused, Attempted, Threaten to hurt someone
 - Ed Code 48900.4 Harassment, Threats, or Intimidation
 - Ed Code 48900 (f) Damaged to School or Private Property
 - Ed Code 48900 (k) Disruption, Defiance
 - Ed Code 48900 (i) Obscene Acts, Habitual Profanity

Suspensions students with 1 or more (Students With Disabilities)

Viking's Suspension Rate based on Power BI:

2019-2020: 83 Entries, 26 Students accounted for the 83 suspension entries.

1. Out of the 83 entries and 26 student count, 19 students are SPED.
2. The reasons for the suspensions are:
 - Ed Code 48900 (a) (1) Caused, Attempted, Threaten to hurt someone
 - Ed Code 48900.4 Harassment, Threats, or Intimidation
 - Ed Code 48900 (f) Damaged to School or Private Property
 - Ed Code 48900 (k) Disruption, Defiance
 - Ed Code 48900 (i) Obscene Acts, Habitual Profanity

- The availability of school personnel to solely focus on attendance is limited (progress monitoring on a weekly/monthly/quarterly basis).
- 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)

Chronic Absenteeism for Students with Disabilities:

- Distance Learning—lack of technology knowledge and lack of face to face interactions has contributed greatly to the Chronic Absenteeism rate.
- Excessive Tardiness—many students come in tardy even after multiple communications to parents via School Messenger, 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).
- 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.
- Students with Disabilities also experience more chronic illness, based on school attendance records.

Suspensions students with 1 or more

A few key factors that contributed to the suspension rate for our student groups in the past are as follows, however, the major key factor for this year is distance learning—lack of technology and lack of face to face interactions on campus with other students have contributed to the lower suspension rates.

- 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 CA Ed. Code., which causes the rate to increase and show a "high status" in suspension for different student groups.
- 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 students with 1 or more (African American)

A few key factors that contributed to the suspension rate for our student group African American students in the past are as follows, however, the major key factor for this year is distance learning—lack of technology and lack of face to face interactions on campus with other students have contributed to the lower suspension rates,

- 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 CA Ed. Code., which causes the rate to increase and show a "high status" in suspension for student groups.
- 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/quarterlybasis.

Suspensions students with 1 or more (Students With Disabilities)

A few key factors that contributed to the suspension rate for our student group Students with Disabilities in the past are as follows, however, the major key factor for this year is distance learning—lack of technology and lack of face to face interactions on campus with other students have contributed to the lower suspension rates.

- 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 CA Ed.Code., which causes the rate to increase and show a "high status" in suspension for student groups.
- 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/quarterlybasis.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

The difference is due to distance learning, discipline/suspension rates have dropped. Students do not have the opportunities to interact with other students on campus in a face to face learning environment. Some of the issues that surfaced in the past during face to face instruction is limited. The support personnel allocated in the budget has been utilized to support students even during distance learning: Hand in Hand Mentors, Intervention Specialists, Family Foundations Counselors, and All 4 Youth Mental Health Clinicians.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

There will be no major changes for 2021-2022 since our students are needed the SEL support more than ever due to distance learning and the stress of the pandemic.

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 Meetings:

2/5/2021, 2/16/2021, 3/2/2021, and 4/9/2021

1. Principal presented FUSD goals to all SSC members and how the goals must align to the SPSA

2 ELAC:

1. Vice Principal provided opportunities for ELAC members to give their input regarding current budget allocations, SPSA, and upcoming school year recommendations.
2. Recommendations from our ELAC members are: a) More help with homework and good student habits b) Parenting Skills c) How

3 Staff:

1. Principal presented the FUSD goals to all staff members and how the goals must align to the SPSA
2. The various funds were presented to staff members in more than one meeting. Each fund was explained and the allocations of actions were presented to the members.

2. The various funds were presented to the SSC members and other stakeholders that attended the meetings. Each fund was explained and the allocations of actions were presented to the members.

3. Principal explained the success and challenges of distance learning and the needs for the 2021-2022 school year. All School Site Council members and stakeholders that attended the meetings have agreed to implemented the current plan for the following year 2021-2022, due to distance learning.

to prepare for parent/teacher conferences d) Information on rights and responsibilities as a parent of a public school student f) have high expectations from school personnel e) Summer School f) Tutoring g) School procedures and expectations, and h) how to get kids involved in extra-curricular activities.

3. Principal explained the success and challenges of distance learning and the needs for the 2021-2022 school year. Staff members were given the opportunities to give feedback on the funding allocation actions.

4. Staff members who attended the meetings have agreed to implemented the current plan for the following year 2021-2022, due to distance learning.

Action 1

Title: Attendance

[Action Details:](#)

Attendance Rate:

The TST (SEL/Behavior Tier Support Team) 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 to increase attendance rate. 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. Climate and Culture Team will collaborate with Attendance Clerk, Office Manager, Teachers, TST Team (CWAS, Family Foundations, All 4 Youth, Classified support staff on supplemental contracts, etc...), and Administrators to reduce chronic absenteeism and improve the attendance rate through the following:

1. Design a school-wide incentive program to celebrate and increase attendance rate.
 - Each month, names of students with perfect attendance rate will go into a drawing for prizes/receive treats/or other rewards.
 - Each month, the classes with perfect attendance will be celebrated.
 - Each month, the classes with 98% or higher will win 5 minutes extra recess
 - Each quarter, names of students with perfect attendance will go into a drawing for prizes.
2. Parent and Student meetings with school personnel
 - Principal/Vice Principal/CWAS/Office Staff, and/or other staff members will schedule meeting times with parents who are on Tier 2 to discuss strategies, support, and options to increase attendance rate.
3. Parent orientation /Back to School Night:
 - Principal and teachers will present information on how important attendance is and it's impact on education.
4. Provide SEL and safety protocols to ensure all students feel safe social/emotionally and physically.
 - Counseling from the different SEL providers available on site for social/emotional to increase attendance rates.
 - Supplemental contract for Classified personnel to work with students who are exhibiting Level 1 and 2 behaviors as described in the FUSD Levels of Msbehavior continuum. Classified support staff will provide mentorship, academic support where appropriate, and progress monitor, as a proactive measurement to avoid Level 3 behaviors which may lead to suspension and decrease attendance rate.
 - Peer Mediators will be implemented to support students with conflict/resolutions during lunch recess as a proactive/preventive measure from further disciplinary actions that may lead to suspension affecting attendance rate. Supplemental contracts will be provided to staff members for coordinating, monitoring, and training Peer Mediators. Supplemental instructional/safety supplies for the Peer Mediators and coordinator, as needed for the program.
 - Anti-bully and Safety Assemblies as a preventive measurement to ensure all students are safe so attendance rate can increase. 1) Student Safety Assemblies 2x a year, Fall and Spring 2) Don't Laugh at Me Anti-Bully Assembly by Sunnyside High School 3) Random Kindness Act, and other schoolwide activities to engage student to create a sense of belonging.
 - Tier II Intervention Specialist (CWAS) personnel will work with students in the area of building self-confidence, engage with others with positive social skills, and progress monitor daily/weekly behaviors. CWAS 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.
 - 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 to avoid disciplinary actions which may lead to decrease suspension and increase attendance rate.

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

TST (SEL/Behavior Tier Support Team) and Climate and Culture Teams meet monthly to analyze and collaborate the progress of each area—Attendance and Behavior. Teams will look at current structures and make changes as needed with input from staff. 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/Office Assistants
- OM
- Climate and Culture Team
- PLCs
- Teachers

Timeline:

- Monthly

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 to increase 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.
- Supplemental contract for classified personnel to focus on attendance (as funding allows)
- Classified support staff will provide mentorship and academic support as appropriate to designated students who exhibit Level 1 and 2 behaviors as described on the FUSD Levels of Misbehavior continuum (as funding allows). Incentives will be provided to celebrate student success/growth.
- CWAS will provide SEL/Social Skills support to students who exhibit Level 1, 2, or 3 behaviors as described on the FUSD Levels of Misbehavior continuum.
- Counseling from Family Foundations, All 4 Youth or other vendors will be provided to designated students who exhibit Level 2 and Level 3 behaviors as described on the FUSD Levels of Misbehavior continuum, have experienced trauma/hardship, or need Social Emotional support.
- Supplemental personnel contracts for coordinating, training, and supervising Peer Mediators.

Specify enhanced services for EL students:

All EL students are included in the schoolwide structure. No students or student groups will be excluded.

Specify enhanced services for low-performing student groups:

Tier II CWAS will work specifically with Students with Disabilities, African American, Whites, 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.

Action 2

Title: Suspension Rates

[Action Details:](#)

Suspension Rate:

TST (SEL/Behavior Tier Support Team) 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. Teams will continually look at current structures and outcomes and make changes as needed with staff input.

1) Tier 1 Support—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) Tier Support Structure—TST (SEL/Behavior Tier Support Team) and Climate and Culture Teams meet monthly to analyze and collaborate the progress of each area—Attendance and Behavior. From the meetings, student referrals will be matched to the appropriate services. All support structure will have a weekly/monthly/quarterly progress monitoring of student outcomes/results to assess the effectiveness of the strategies/tools utilized (Continuous Cycle of Improvement).

- Tier I Support—Mentorship /Social Skills development from site classified personnel.
- Tier I or II Support—CWAS 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. CWAS 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.
- Tier III—Counseling from Family Foundations or All 4 Youth will be available for students (availability of space) for social/emotional to decrease suspension rates.

3) Supplemental contract for site Classified personnel to work with students on social skills to decrease suspension rate (if funding allows). Support staff will provide mentorship to students with needs in the areas social-emotional and academic areas (as needed).

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 for the safety of the students.

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 or have chronic misbehaviors.

8) Provide extra NTAs hours through supplemental contracts for direct supervision as a proactive measure to minimize misbehavior and ensure the safety of the students.

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

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

Explain the Progress Monitoring and data used for this Action

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

Progress monitor student behaviors on a monthly basis by utilizing the following reports, with emphasis on Students with Disabilities and African American Student Groups.

- Print office referrals, suspension, and other infractions from ATLAS or Admin data tracker
- Power BI--Student behavior reports

Owner(s):

- SEL/Behavior Tier Support Team (TST)
- Attendance Clerk
- OM
- Climate and Culture Team
- PLCs
- Teachers

Timeline:

- Monthly

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

Progress monitor behavior 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
- Data from the different support social/emotional vendors: Family Foundations, All 4 Youth, Intervention Specialist (CWAS), etc...

Owner(s):

- Intervention Specialists --CWAS
- Teachers
- SEL/Behavior Tier Support Team (TST), CWAS, All 4 Youth, Family Foundations, etc...
- Climate and Culture Team

Timeline:

- Bi-monthly and as needed
- Quarterly

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

Support for students:

- PreK-6th implementation of weekly Class Meetings/Morning Circles and Second Step lessons.
- Tier 2 support--Social Skills and Mentorship by CWAS and Classified Support Staff (through supplemental contracts)
- Tier 3 support--Counseling by Family Foundations and All 4 Youth
- Celebrate Character Counts through Student of the Month Award Ceremony
- Celebrate good citizenship through Quarter Award Ceremonies
- Schoolwide safe and civil procedure assemblies
- 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 schoolwide good behaviors--Warriors Promise
- Peer Mediators
- Leadership Clubs
- Supplemental contracts for after school clubs as funding allows
- Supplemental instructional supplies for extra curricular activities to promote positive behaviors and school connectedness
- Counseling, mentorship, and social skills development from various vendors and site classified staff members.

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

All EL students are included in the schoolwide structure. No students or student groups are excluded.

Tier II Intervention Specialist (CWAS) will work specifically with Students with Disabilities, African American, Whites, and identified students to support behavior modifications, as needed. In addition, Orange Performance student groups Asian and ELs will receive support as a proactive measure.

- 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.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0465 Viking Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Specialist, Chd Wel & Attn II	0.5000	MTSS TST Intervention Specialist	34,867.00
G3A1	One-Time School	Instruction	Oth Cls-Supp			Classified Support for Tier 1 and 2	17,752.00
G3A1	One-Time School	Instruction	Mat & Supp			: Supplemental Instructional Supplies	1,882.00
G3A1	One-Time School	Instruction	Student Incenti			: Student Incentives--T-shirts, etc...	8,000.00
G3A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundations Counseling, 2 days a week, 14 hrs	29,260.00
G3A2	Sup & Conc	Other Pupil Services	Oth Cls-Supp			Climate Culture Safety--NTA Support/NTA Training	22,190.00

\$113,951.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Student Survey - Included		59.79 %	2019-2020	66.79 %
Staff Survey – Overall Positive in Belonging Domain		83.83 %	2019-2020	90.83 %
Staff Goal - Site Defined		0 %	2020-2021	5 %
Student Survey - Included (Students With Disabilities)		68.18 %	2019-2020	68.18 %
Student Survey - Included (African American)		72.22 %	2019-2020	72.22 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Goal - Site Defined

Viking's goal--increase by 5-7% for 2021-2022 in these two areas: 1) Sense of Belonging 2) Knowledge and Fairness of Discipline, Rules and Norms-- based on the Panorama Education Staff Survey.

Viking Panorama Data:

1. Climate of Support for Academic Learning (FUSD and CORE) – 93% +3% within district average
2. DEI Cultural Competencies (FUSD) --- 39%, below district average 6%
3. District Vision (FUSD) — 100% above district average
4. Grading (FUSD) ---94% below district average by 1%
5. Knowledge and Fairness of Discipline, Rules and Norms --- 81% below district average 7%
6. Safety --- 89% + 89% within district average
7. Sense of Belonging –85% below district average by 2%

Staff Survey – Overall Positive in Belonging Domain

Viking's Panorama data in this area is 85% with 52 responses, with FUSD Elementary average data at 89% and FUSD average data at 87%.

Student Survey - Included

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

Staff Goal - Site Defined

The inequities or key factors that contributed to the disproportionality of low performing student group groups as it relates to this goal is due to distance learning. Many of the planned activities to celebrate students could not be implemented due to the stay at home order in the purple tier. Many of the activities required face to face interactions. However, staff members continued to celebrate students virtually with the quarter award assemblies and Student of the Month Celebrations.

Staff Survey – Overall Positive in Belonging Domain

One of the key factor that contributed to the inequities is due to distance learning. Many of the activities planned could not be implemented due to school closure.

Student Survey - Included

The inequities or key factors that contributed to the disproportionality of low performing student group groups as it relates to this goal is due to distance learning. Many of the planned activities to celebrate students could not be implemented due to the stay at home order in the purple tier. Many of the activities required face to face interactions. However, staff members continued to celebrate students virtually with the quarter award assemblies and Student of the Month Celebrations.

Student Survey - Included (Students With Disabilities)

The inequities or key factors that contributed to the disproportionality of low performing student group groups as it relates to this goal are:

Student Survey data is as follows:

1. Connection to adults--58% within FUSD average
2. School Belonging --67% a drop of 6% below district average of 1%
3. Student Health --- 47% blow district average by 4%
 - Student Health has to do with student meals at school.

Student Survey - Included (Students With Disabilities)

Student Survey Panorama Education Results for Spring 2020-2021 Result:

1. Sense of Belonging:
 - 66% responded No
 - 70% responded Yes
2. Connection to Adults:
 - 57% responded No
 - 64% responded Yes

Student Survey - Included (African American)

Unable to decipher the data specifically to our student group African American for the following areas due to Confidentiality protected--Sense of Belonging and Connection to Adults. However, this is a focus group based on our TSI Status with the CADashboard.

1. Distance learning--Many of the planned activities to celebrate students could not be implemented due to stay at home order in the purple tier. Many of the activities required face to face interactions. However, staff members continued to celebrate students virtually with the quarter award assemblies and Student of the Month Celebrations.
2. Chronic Absenteeism from this student group--a sense of belonging is lacking due to distance learning and no face to face interactions.

Student Survey - Included (African American)

The inequities or key factors that contributed to the disproportionality of low performing student group groups as it relates to this goal are:

1. Distance learning--Many of the planned activities to celebrate students could not be implemented due to stay at home order in the purple tier. Many of the activities required face to face interactions. However, staff members continued to celebrate students virtually with the quarter award assemblies and Student of the Month Celebrations.
2. Chronic Absenteeism from this student group--a sense of belonging is lacking due to distance learning and lack of face to face interactions.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Student:

One of the key factor that contributed to the disproportionality of low performing student group groups as it relates to this goal is due to distance learning. Many of the planned activities to celebrate students could not be implemented due to stay at home order in the purple tier. Many of the activities required face to face interactions. However, staff members continued to celebrate students virtually with the quarter award assemblies and Student of the Month Celebrations.

Staff:

One of the key factor that contributed to the inequities is due to distance learning. Many of the activities planned could not be implemented due to school closure.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Many of the planned activities to celebrate students could not be implemented due to the stay at home order in the purple tier. The planned activities will not change for next school year. All planned activities will be implemented as applicable for all staff and students.

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

1 SSC:

School Site Council Meetings:

2/5/2021, 2/16/2021, and 3/2/2021.

1. Principal presented FUSD goals to all SSC members and how the goals must aligned to the SPSA
2. The various funds were presented to the SSC members and other stakeholders that attended the meetings. Each fund was explained and the allocations of actions were presented to the members.
3. Principal explained the success and challenges of distance learning and the needs for the 2021-2022 school year. All School Site Council members and stakeholders that attended the meetings have agreed to implemented the current plan for the following year 2021-2022, due to distance learning.

2 ELAC:

1. Vice Principal provided opportunities for ELAC members to give their input regarding current budget allocations, SPSA, and upcoming school year recommendations.
2. Recommendations from our ELAC members are: a) More help with homework and good student habits b) Parenting Skills c) How to prepare for parent/teacher conferences d) Information on rights and responsibilities as a parent of a public school student f) have high expectations from school personnel e) Summer School f) Tutoring g) School procedures and expectations, and h) how to get kids involved in extra-curricular activities.

3 Staff:

1. Principal presented the FUSD goals to all staff members and how the goals must aligned to the SPSA
2. The various funds were presented to staff members in more than one meetings. Each fund was explained and the allocations of actions were presented to the members.
3. Principal explained the success and challenges of distance learning and the needs for the 2021-2022 school year. Staff members were given the opportunities to give feedback on the funding allocation actions.
4. Staff members who attended the meetings have agreed to implemented the current plan for the following year 2021-2022, due to distance learning.

Action 1

Title: Recruitment and retention of staff

Action Details:

Viking is committed to create a safe and inclusive environment/climate that promotes relationships, collaboration, diversity, and values that will increase recruitment and retention of staff. Site Climate and Culture Team will collaborate with all staff members and administrators to create a working environment which include all stakeholders in the decision making towards schoolwide over-arching goals.

Viking Demographics: Annual Average enrollment 730-785—Based on the 2020-2021 California Data Dashboard

Student Groups:

- 93.8% of the student population is Socioeconomically Disadvantaged.
- 0.1% of the student population is Homeless
- 1.1% of the student population is Foster Youth
- 8.7% of the student population is Students with Disabilities
- 9.3% of the student population is English Learners

Race/Ethnicity

- 0.7% of the student population is Filipino
- 0.5% of the student population is American Indian
- 6.2% of the student population is African American
- 16.5% of the student population is White
- 62% of the student population is Hispanic

- 3.2% of the student population is Two or More Races
- 9.5% of the student population is Asia
- 1.5% of the student population is Pacific Islander

Composition of Viking certificated/classified staff and students:

- 58 staff permanent staff members-- a) 12 male staff members b) 46 staff members
- 725 students enrolled-- a) 49.10 % are female students b) 50.90% are male students (based on Power BI data)

1. Viking has a schoolwide comprehensive ELA and Math program that aligns to the CCSS (Common Core State Standards) for ALL students. All credential teachers are required to create opportunities in the following for all student groups:

- 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.
- Professional Learning in Cultural Proficiency

2. Support for staff members as needed to implement a comprehensive ELA and Math program and create a culture of learning with high expectations in all classrooms. Professional Learnings to retain and recruit certificated and classified personnel.

- SEL--1) Staff are provided professional learning at the beginning of the school year by site/district personnel on "How to create a positive learning environment for all students" and build SEL proficiency in adults. 2) Provide teachers with strategies on supporting students who have chronic absences. 3) Social/Emotional Training for staff and Safe and Civil monthly training for NTAs. 4) Trauma training by various agencies for staff in understanding how to work with students with trauma. 5) Professional learning for site leaders and teachers focused on TSI identified student groups. 6) Continue PL around MTSS: a) Common Understanding of MTSS Framework b) Improve Tier Classroom and school-wide Climate and Culture practices c) Calibrate and refine current teaming structures. Professional learning will be deepened around year 3 MTSS. 7) One on one coaching for individual teacher as needed by Climate and Culture Specialists 8) **EPA Counseling information will be provided for staff, as needed**
- Academics--1) 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. 2) Supplemental contracts for planning and implementing align instruction to CSSS proficiency. 3) Supplemental contract for various professional learning. 4) Substitutes Release-- Teacher sub release to plan for instruction; Sub release for cultural proficiency training; Sub release or supplemental contracts for planning, implementing, or side by side learning observations. 5) Weekly staff meeting and PLC meeting--professional learning. 6) One on one teacher/admin meeting for academic data analysis and goal setting 7) One on one support from Induction Coach for new teachers. 8) District content coaches available to teachers throughout the year.

3. Shared Decision Making:

- Academic--Bi-weekly/Monthly Instructional Leadership Team Meeting; End of year planning with schoolwide data analysis and create opportunities for schoolwide professional learning and schoolwide initiatives; Hoover Region Lead Teacher Meeting; Admin/ILT/district personnel to provide PL for other staff members.
- SEL--Monthly Climate and Culture Team meeting to analyze SEL data and create opportunities to address and create a positive learning environment for all staff and students.
- Weekly staff meeting and PLC meetings to address academics and SEL areas.
- Designated School voting process
- SSC
- PLCs and other staff members are involved in the site hiring process

3. Cultural Proficiency Training:

- Continue to deliver cultural proficiency training to all staff
- Celebrate the different cultures on campus
- Involve various community agencies to expand cultural proficiency and knowledge for students and staff
- Supplemental contracts or sub release for staff members to coordinate and celebrate multi-cultural events.
- Supplemental instruction supplies as needed.

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 which will specifically be utilized to progress monitor will be the following:

1. Number of cultural proficiency trainings for staff members
2. Number of multi-culture extra curricular activities offered for students, staff, and community.
3. Agenda items and number of ILT, CCT, Staff meetings, and PLCs that reflect professional learning opportunities for staff to create an environment that cultivates a sense of belonging and "life long learners".
4. Yearly staff survey from Panaroma Education Survey.

Owner(s):

- Professional Learning Communities
- Staff Meetings Agendas
- Parent Meetings Agendas
- ILT Agendas
- Administrators
- Individual Teachers Professional Learning

Timeline:

Monthly/Quarterly/Yearly based on the activities

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

Student Academics

- Supplemental instructional supplies to support student academics in the classrooms.
- Supplemental instructional supplies to support professional learning opportunities for parents regarding academic strategies they can utilize to help their students.
- Professional learning opportunities for staff members through various venues—sub release as needed.
- Supplemental contracts for staff members planning and providing professional learning opportunities in the four domains of the DEI Framework: Cultural Proficiency, Culturally Proficient Practices, Multi-Cultural Awareness and Experiences, and Social Action.
- Translators are provided to support parents who speak a language other than English
- Supplemental materials for the various parent meetings—books, flier, stamps for communications, etc...
- Supplemental contract and supplemental instructional materials 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.
- Instructional planning utilizing the IPG, Regional Plan, State Standards

Student Centered and Real-World Learning:

- Supplemental Instructional Supplies that relates to real-world learning
- Professional development for staff leading the student extra-curricular activities—sub release as needed
- Supplemental contracts for school personnel coordinating, leading, training, and supervising the student extra-curricular activities.

Student Engagement:

- School-wide incentive for perfect attendance, most improved attendance rate—Supplemental instructional supplies to improve attendance rate.
- Award assemblies Perfect Attendance recognition instructional supplies
- Mentorship supplemental instructional supplies and supplemental contracts
- Counseling instructional Supplies
- Supplemental contract for staff personnel to focus on attendance, mentorship, etc...to provide social skills, character building, etc...
- Supplemental contracts for staff personnel in coordinating a leading the intra-mural sports during morning and lunch recess

Specify Professional Development or Staff Services to support EL students:

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.

Specify Professional Development or Staff Services to support 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.
- Administrators and RSP Teachers will collaborate with RIM for additional support.
- PLC and RSP Teachers co-planning to support students within the structure of push in and pull out.
- Reading software program such as i-Ready, MobyMax, and other program software can be made available

- Supplemental ELA instructional supplies to support EL students as needed.
- English Language Proficiency Assessments for California (ELPAC) charts 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

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.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0465 Viking Elementary (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Teacher-Subs			Subs for SSTs, IEPs, PLC Planning, Professional Learning	17,566.00

\$17,566.00

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Parent Survey - Safe and secure		90.74 %	2019-2020	97.74 %
Family Goal - Site Defined		0 %	2020-2021	7 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined

Viking's goal--increase the parent survey by 7% in the area of Safe and Secure, based on the data from Panorama Education.

Viking's Data:

1. Knowledge and Fairness of Discipline, Rules and Norms --- 97% increase by +3%, 4% above district average.
2. District Vision--93% , above district average by 1%
3. Climate for Support of Academic Learning--93% with district average
4. Safety --- 93%, within the district average
5. Sense of Belonging --92% within district average

Parent Survey - Safe and secure

Results from the Panorama Education indicated there was an increase of 2% from last Spring for the area of safety.

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

Family Goal - Site Defined

Students and adults report feeling safe at school and around school, including feeling safe from verbal abuse, teasing, or exclusion by others in the school. For student group Students with Disabilities, 97% of the students said Yes, they feel safe and 92% said No. The Confidentiality Protected Group had a rating of only 86% feeling safe.

One factor that may contribute to the inequities is the lack of technology usage this year due to distance learning and also cyber bullying through unmonitored private chats.

Parent Survey - Safe and secure

Students and adults report feeling safe at school and around school, including feeling safe from verbal abuse, teasing, or exclusion by others in the school. For student group Students with Disabilities, 97% of the students said Yes, they feel safe and 92% said No. The Confidentiality Protected Group had a rating of only 86% feeling safe.

One factor that may contribute to the inequities is the lack of technology usage this year due to distance learning.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Due to distance learning, planned activities were not fully implemented to engage family participation. Family events and student celebrations did not take place as originally planned.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

There will not be any changes for the upcoming school year. The only change is family and student activities will be implemented to celebrate our students and families to create a sense of belonging.

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 Meetings:

2/5/2021, 2/16/2021, and 3/2/2021.

1. Principal presented FUSD goals to all SSC members and how the goals must align to the SPSA
2. The various funds were presented to the SSC members and other stakeholders that attended the meetings. Each fund was explained and the allocations of actions were presented to the members.
3. Principal explained the success and challenges of distance learning and the needs for the 2021-2022 school year. All School Site Council members and stakeholders that attended the meetings have agreed to implement the current plan for the following year 2021-2022, due to distance learning.

2 ELAC:

1. Vice Principal provided opportunities for ELAC members to give their input regarding current budget allocations, SPSA and upcoming school year recommendations.
2. Recommendations from our ELAC members are: a) More help with homework and good student habits b) Parenting Skills c) How to prepare for parent/teacher conferences d) Information on rights and responsibilities as a parent of a public school student f) have high expectations from school personnel e) Summer School f) Tutoring g) School procedures and expectations, and h) how to get kids involved in extra-curricular activities.

3 Staff:

1. Principal presented the FUSD goals to all staff members and how the goals must align to the SPSA
2. The various funds were presented to staff members in more than one meeting. Each fund was explained and the allocations of actions were presented to the members.
3. Principal explained the success and challenges of distance learning and the needs for the 2021-2022 school year. Staff members were given the opportunities to give feedback on the funding allocation actions.
4. Staff members who attended the meetings have agreed to implement the current plan for the following year 2021-2022, due to distance learning.

Action 1

Title: Families

Action Details:

Creating an inclusive, trusting, and welcoming environment for our student family members are foundational, important, and priority at Viking. All staff members, including Administrators will create opportunities for families to engage in their students' education through the following actions

1. Design a school-wide incentive program to celebrate students— increase parent participation rate.
 - Quarter Awards Celebrations
 - Students of the Month Celebrations
 - Block V Award Celebrations
 - Math Champions Celebrations
 - Reading Challenge Celebrations.
 - Monthly Perfect Attendance Celebrations

- Parent Volunteer Dinner Celebration--Recognize our parent volunteers for their contribution to our school

2. Communications from school to home through the different venues:

- Class DoJo
- SchoolMessenger are sent home to encourage a positive learning environment and provide information
- Marque Messages
- Facebook Page
- Instagram
- Viking Website
- Peachjar
- Weekly/Monthly Classroom Newsletter
- 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.
- Viking and district handbooks are sent home for parents, in the language preferred.
- Progress reports/Report cards
- Phone calls
- Notes or Memos from staff members
- Parent Portal
- SSTs, Parent/Teacher conferences ELAC, SSC, Quarter Awards, Block V, Volunteer Dinner Recognition,

3. Opportunities for parents and school face to face interactions to increase parent involvement for academic growth:

- Parent Orientations for PreK, TK, and Kinder at the beginning of the school year to promote academic growth
- Back to School Night
- Parent Teacher Conferences-- as needed for academic and student SEL
- Set a respectful tone throughout school environment to engage in a climate of trust
- Motivate students by addressing the human need to feel a sense of significance and belonging for all students and their families
- Back to School Night: a) Review school wide expectations with parents in cafeteria by principal b) Individual teachers review classroom expectations in classrooms.
- Title I Parent Meetings--Explain the actions for Parent Involvement (required by Title I)
- Counseling from Family Foundations will be available for students and families as applicable--connecting the students and families.
- SST--Student Success Team
- IEP--Individualized Educational Plan
- ELAC--English Learner Advisory Council
- DELAC--District English Learner Advisory Council
- School Site Council
- 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.

4. Parent professional learning opportunities:

- Parents are encouraged to participate in the Parent University classes offered to parents regarding the educational system.
- Reading, Math, Science, etc...parent workshops
- PIQU

5. Provide opportunities for parents to see their students showcase their talents:

- Fall/Spring Young Authors' Night--Students showcase their writings
- Winter/Spring Performances
- Music Performances
- Winter/Spring Talent Shows
- Viking Choir
- Peer Mediators Recognition
- Club Participation Recognition

6. SEL support for students and families:

- Supplemental contracts for Classified personnels to work with Tier 2 students on social skills and engage families in the process by providing them strategies to use at home (as funding allows)
- Positive behavior management with emphasis on two subgroups: African American and Students with Disabilities . Positive behavior modification plan for students who are at risk/chronic misbehaviors by involving families.
- 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. Families will be part of the collaborative process.
- 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, administrators, and families to foster an environment that has a systematic structure process of what referrals look like, behavior modification strategies, and build criteria of success.
- Provide monthly meetings to support students and families on chronic absenteeism.

7) Professional learning for staff members to increase a positive school climate and culture for our students and their families:

- 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 as applicable throughout the year.
- Professional learning are provided throughout the year by district or site Climate and Culture Team on how to engage families in their student's education.

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

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

Progress Monitoring will take place on a monthly/quarterly basis based on the activities or opportunities provided for students and families. The data which will specifically be utilized are:

- Attendance Report
- Agenda items and number of parents meetings that provides learning opportunities for parent engagement.
- Behavior Report from Intervention Specialist
- Referrals from Counseling
- Number of students being recognized for academic achievements
- Number of students participation in various activities
- Number of parent participation for various meetings, professional learning, and attendance of parent events, parent/teacher conferences, etc..

Owner(s):

- MTSS Team
- Attendance Clerk
- OM
- Climate and Culture Team
- PLCs
- Teachers
- Administrators
- Club Sponsors

Timeline:

- Monthly/Quarterly

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

Student Academics

- Supplemental instructional supplies to support student academics in the classrooms
- Supplemental instructional supplies to support professional learning opportunities for parents regarding academic strategies they can utilize to help their students
- Professional opportunities for parents through various venues
- Supplemental contracts for staff members providing professional learning opportunities for our parents
- Translators are provided to support parents who speak a language other than English
- Supplemental materials for the various parent meetings--books, flier, stamps for communications, etc...
- Supplemental contract and supplemental instructional materials 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.

Student Centered and Real-World Learning:

- Supplemental Instructional Supplies that relates to real-world learning
- Professional development for staff leading the student extra-curricular activities--sub release as needed
- Supplemental contracts for school personnel coordinating, leading, training, and supervising the student extra-curricular activities.

Student Engagement:

- School-wide incentive for perfect attendance, most improved attendance rate--Supplemental instructional supplies to improve attendance rate.
- Award assemblies Perfect Attendance recognition instructional supplies
- Mentorship supplemental instructional Supplies or supplemental contracts
- Counseling instructional Supplies
- Supplemental contract for staff personnel to focus on attendance, mentorship, etc...to provide social skills, character building, etc...
- Supplemental contracts for staff personnel in coordinating a leading the intra-mural sports during morning and lunch recess

Specify Direct Service and Opportunities for parents and families to support EL students:

All EL students are included in the schoolwide structure. Additional opportunities are as follows:

1. ELAC meetings
2. Parent Workshops specifically towards EL support
3. Supplemental instructional supplies support EL Parents and students
4. After School/during the school day tutoring (as needed and funding allows).
5. Incentives to celebrate EL students who met all criteria for Re-designation.

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

All services and opportunities will be provided for ALL students:

- Professional learning for site leaders and teachers focused on supporting the needs of low performing students.
- Site collaboration with RIM for additional support.
- Parent workshops opportunities to support parents.
- Parent/Teacher/Admin conferences as needed.
- 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.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0465 Viking Elementary (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Childcare for Parent Meetings	253.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Instructional Supplies for Families ** NO FOOD OR INCENTIVES **	500.00
G5A1	Title 1 Basic	Parent Participation	Direct-Graph			Graphics-Parent Handbook/supplies for parents	1,000.00
G5A1	Title 1 Basic	Parent Participation	Communicatio			Stamps for Parent Communications	300.00
G5A1	Sup & Conc	Instructional Supervision & Admi	Cl&Tech-Sup			Extra Office Support for Families	3,806.00
G5A1	LCFF: EL	Instruction	Off Eq Lease			Office Copier for familes/2nd Copier for Instructions	4,638.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Translators for Parent Conferences	634.00

\$11,131.00

2021-2022 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		16,220.00
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.2000		15,424.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: A-Z Reading for Kindergarten-3rd Grade/ Formative/Moby Max	3,000.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Student Technology	2,000.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			Graphic--Instructional Supplies for Classrooms	2,000.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Intervention Tutors RTI/CCSS Planning/CCT Planning & Implementation, Extra Curri Activities	81,839.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Supports GVC Classrooms & Supplemental Instruct. Supplies	11,414.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Supplemental Instructional Supplies	54,738.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Student/Teacher Laptops	8,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Computer Maintenance Staff/Students	2,000.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Sup			Extended Library Hours for Families Thursdays * Also supports G5A1 *	8,242.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2000	New CT, replacing Delvon Fulton	17,911.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Supplemental Instructional Supplies ** NO FOOD OR INCENTIVES **	4,563.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	2,993.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Supplemental Instructional Supplies	5,414.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attnd II	0.5000	MTSS TST Intervention Specialist	34,867.00
G3A1	One-Time School	Instruction	Oth Cls-Supp			Classified Support for Tier 1 and 2	17,752.00
G3A1	One-Time School	Instruction	Mat & Supp			: Supplemental Instructional Supplies	1,882.00
G3A1	One-Time School	Instruction	Student Incenti			: Student Incentives--T-shirts, etc...	8,000.00
G3A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundations Counseling, 2 days a week, 14 hrs	29,260.00
G3A2	Sup & Conc	Other Pupil Services	Oth Cls-Supp			Climate Culture Safety--NTA Support/NTA Training	22,190.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			Subs for SSTs, IEPs, PLC Planning, Professional Learning	17,566.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Childcare for Parent Meetings	253.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Instructional Supplies for Families ** NO FOOD OR INCENTIVES **	500.00
G5A1	Title 1 Basic	Parent Participation	Direct-Graph			Graphics-Parent Handbook/supplies for parents	1,000.00
G5A1	Title 1 Basic	Parent Participation	Communicatio			Stamps for Parent Communications	300.00
G5A1	Sup & Conc	Instructional Supervision & Admir	Cl&Tech-Sup			Extra Office Support for Families	3,806.00
G5A1	LCFF: EL	Instruction	Off Eq Lease			Office Copier for familes/2nd Copier for Instructions	4,638.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Translators for Parent Conferences	634.00

\$378,406.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$74,520.00
Sup & Conc	7090	\$244,662.00
LCFF: EL	7091	\$31,590.00
One-Time School	7099	\$27,634.00
Grand Total		\$378,406.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$235,758.00
G3 - Increase student engagement in their school and community	\$113,951.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$17,566.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$11,131.00
Grand Total	\$378,406.00