

Viking Elementary

106216660065301

Principal's Name: Christie Yang

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

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| Additional Documents | <i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i> |

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

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

Consolidated Program Assurances

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



School Site Council

| School Site Council List | | | | | |
|--------------------------------|-----------|-------------------|-------------|-------------------------|-------------------|
| Member Name | Principal | Classroom Teacher | Other Staff | Parent/Community Member | Secondary Student |
| 1. Principal - Christie Yang | X | | | | |
| 2. Chairperson - Martha Bishop | | | X | | |
| 3. Phonesavanh Bounkhoun | | X | | | |
| 4. Jim Vue | | X | | | |
| 5. Lisa De Orian | | X | | | |
| 6. Jennifer Sharp | | X | | | |
| 7. Michael Clark | | | | X | |
| 8. Katie Dyer | | | | X | |
| 9. Southip McMinassian | | | | X | |
| 10. Michael McMinassian | | | | X | |
| 11. | | | | | |
| 12. | | | | | |
| 13. | | | | | |
| 14. | | | | | |
| 15. | | | | | |

Check the appropriate box below:
 X ELAC reviewed the SPSA as a school advisory committee.

ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

| School Name: | | | |
|---|------------------|--|----------------|
| Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement. | | | |
| Title | Print Name Below | Signature Below | Date |
| Principal | Christie Yang |  | March 19, 2018 |
| SSC Chairperson | Martha Bishop |  | March 19, 2018 |

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2018/19

Viking - 0465

ON-SITE ALLOCATION

| | | |
|---|-----------------------------------|------------------|
| 3010 | Title I | \$57,970 * |
| 7090 | LCFF Supplemental & Concentration | \$233,242 |
| 7091 | LCFF for English Learners | \$38,862 |
| TOTAL 2018/19 ON-SITE ALLOCATION | | \$330,074 |

| | |
|--|----------|
| * Title I requires a specific investment for Parent Involvement | |
| Title I Parent Involvement - Minimum Required | \$1,364 |
| Remaining Title I funds are at the discretion of the School Site Council | \$56,606 |
| Total Title I Allocation | \$57,970 |

Viking Elementary 2018-2019 - Single Plan for Student Achievement (SPSA)

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

School Quality Review

School Level Dashboard

| Goal 1 Metrics | Current % | Target % |
|--|-----------|----------|
| EL Reclassification Rate (All grade levels) | 10.526 | 17.526 |
| SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11) | 31.728 | 38.728 |
| SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11) | 26.575 | 33.575 |

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

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

Viking made an overall growth from 22% to 31% in ELA from 2015-2016 to 2016-2017. The growth percentile grew from 58% to 67% in ELA. The key factor that contributed to this growth is the school-wide implementation of a comprehensive ELA program that aligns to the CCSS (Common Core State Standards). ELA instructional strategies utilized integrate all core content areas to increase reading levels for all students, so that "Every child can and must learn at grade level and beyond" and "Move a minimum of a grade level per year".

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

- CHAMPS
- Class Meetings
- Second Steps
- Classroom Incentives
- School Wide Incentives
- Growth Mindset
- Collaboration Conversations
- Warriors' Promise
- Daily "Words of Wisdom"

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

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

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

ELA SBAC Results Subgroups:

African American: 17% Met/Exceeded Standards

One key factor that contributed to the disproportionality for our African American subgroup is attendance. Viking's overall chronic absenteeism is at 16%. Our African American subgroup's chronic absenteeism rate is at 8% of the 16%. Another key factor is low reading proficiency in all grade levels. AC teams will continue to improve instructional support and provide intervention through the RTI process for this subgroups.

SWD: 10% Met/Exceeded Standards—with a 73% Growth Percentile from 2015-2016 to 2016-2017.

One key factor that contributed to the disproportionality for our SWD subgroup is attendance. Viking's overall chronic absenteeism is at 16%. Our SWD subgroup's chronic absenteeism rate is at 17% of the 16%. Another key factor is low reading proficiency in all grade levels. AC teams will continue to improve instructional support and provide intervention through the RTI process for this subgroups. Teachers will continue to work with resource specialists to support student achievement.

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

African American: 12% Met/Exceeded Standards

classrooms to integrate reading, writing, speaking and listening standards to support reading comprehension skills and strategies to increase rigor in DOK levels targeting the three domains: Key Ideas & Details, Craft & Structure, and Integration of Knowledge and Ideas.

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

- Analyze site CFAs and district CFAs throughout the year to plan for re-engagement and next steps in the context of the Four Grounding Questions: a) What do we want our students to learn? b) How do we know they've learned it? c) How will we respond if they didn't learn it? d) How will we respond if they already learned it?

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

- Tier 1 services will focus on CCSS implementation of literacy standards in the four strands: a- Reading Standards: Literature Informational Text Foundational Skills b- Writing Standards c- Speaking and Listening Standards d- Language Standards for ALL students.
- Tier 2 provides opportunities for deployment among Accountable Communities and flexible groupings in classrooms to differentiate instruction based on students' academic needs, with support from push in tutors or pull out process.
- Tier 3 provides opportunities for flexible small group setting instruction provided by resource specialists.

5) Other support systems to improve academic achievement:

- Stationary/Mobile Computer Lab for Students to gain access to ELA GVC (Guaranteed Viable Curriculum) through the implementation of FUSD Technology Scope and Sequence Standards.
- Supplemental classified support for computer lab time for primary grades, Computer lab time instruction focus on keyboarding and computer literacy, to support success on DRP, Interim Assessments, and CAASPP.
- Staff collaboration by Accountable Communities and vertical teaming: Share instructional strategies during Accountable Communities time and PL's to develop lessons that includes effective instructional strategies that embeds ELA CCSS Foundational and Comprehension skills utilizing the CCI process (Cycle of Continuous Improvement).
- District support through ELA Coaches for instructional planning and delivery.

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

Viking made an overall growth in SBAC from 21% to 26% from 2015-2016 to 2016-2017. The key factor for the 5% 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:

- CHAMPS
- Class Meetings
- Second Steps
- Classroom Incentives
- School Wide Incentives

One key factor that contributed to the disproportionality for our African American subgroup is attendance. Viking's overall chronic absenteeism is at 16%. Our African American subgroup's chronic absenteeism rate is at 8% of the 16%. Another key factor is lack of knowledge with basic math facts. AC teams will continue to improve instructional support and provide intervention through the RTI process for this subgroups.

SWD: 9% Met/Exceeded Standards—with a 89% Growth Percentile from 2015-2016 to 2016-2017.

One key factor that contributed to the disproportionality for our SWD subgroup is attendance. Viking's overall chronic absenteeism is at 16%. Our SWD subgroup's chronic absenteeism rate is at 17% of the 16%. Another key factor is lack of knowledge with basic math facts. Teachers will continue to work with resource specialists to support student achievement.

EL Reclassification Rate (All grade levels)

EL Re-classification went from 57% in 2015-2016 to 38% for 2016-2017. One of the factors that contributed to this drop was the number of our EL students who were ready to be reclassified was lower than 2015-2016. We had more students who ready to be re-classified in 2015-2016. Our EL students are actively engaged in our RTI process to support their language development and their academic needs. These students will have priority for after school/before school academic support.

- Growth Mindset
- Collaboration Conversations
- Warriors' Promise
- Daily "Words of Wisdom"

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

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

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

- Analyze site CFAs and district CFAs throughout the year to plan for re-engagement and next steps in the context of the Four Grounding Questions: a) What do we want our students to learn? b) How do we know they've learned it? c) How will we respond if they didn't learn it? d) How will we respond if they already learned it?

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

- Stationary/Mobile Computer Lab for Students to gain access to Math GVC through the implementation of FUSD Technology Scope and Sequence Standards. Supplemental classified support for computer lab time for primary grades, Computer lab time instruction focus on keyboarding and computer literacy, to support success on Interim Assessments, and CAASPP.
- Staff collaboration by Accountable Communities and vertical teaming: Share instructional strategies during Accountable Communities time and PL's to develop lessons that includes effective instructional strategies that embeds CCSS Mathematical Practices/Shifts.
- District support through Math Coaches for instructional planning and delivery.

EL Reclassification Rate (All grade levels)

EL Re-classification went from 57% in 2015-2016 to 38% for 2016-2017. One of the factors that contributed to this drop was the number of our EL students who were ready to be reclassified was lower than 2015-2016. We had more students who ready to be re-classified in 2015-2016 than in 2016-2017.

Step 2: 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 ELAC:

3 Staff:

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

- 1) Viking data reviewed:
 - 2015-2016 SBAC results
 - 2015-2016 and 207-2018 Interim 1 and 2 Assessments
 - SMART Goals for SBAC for 2017-2018
- 2) Reviewed 2017-2018 SPSA and budget allocations and proposed 2018-2019 SPSA and budget allocations.
- 3) School Site Council Members' input/feedback:
 - a) Would like to build more student engagement activities for GOAL 2.
 - b) Safety concerns for physical school environment—easy access to school campus, which can affect social/emotional side for students and staff.
- 4) Tentative approval of 2018-2019 SPSA and budget allocations.

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

- 1) Viking data reviewed:
 - 2015-2016 SBAC results
 - 2015-2016 and 207-2018 Interim 1 and 2 Assessments
 - SMART Goals for SBAC for 2017-2018
- 2) Reviewed 2017-2018 SPSA and budget allocations and proposed 2018-2019 SPSA and budget allocations.
- 3) ELAC's input/feedback:
 - a) Have a staff member/someone supervise students who are not picked up on time after dismissal. Explained to ELAC members that we do not have the funds to hire someone to supervised students who does not get pick up on time after dismissal. Many staff members are also involved in coaching, advising clubs, planning, parent meetings, teacher meetings, or professional learning after school, and would not be available to supervise students after regular supervision. Regular supervision starts at 2:30 pm -2:50 pm already—20 mins.
 - b) ELAC members asked if students in sports can get a snack from the After School Program after/during practice. Informed ELAC members we will check on the snacks and get back to them.
- 4) Tentative approval of 2018-2019 SPSA and budget allocations.

Staff has met multiple meetings to review the following information:

- 1) Viking data reviewed:
 - 2015-2016 SBAC results
 - 2015-2016 and 207-2018 Interim 1 and 2 Assessments
 - SMART Goals for SBAC for 2017-2018
- 2) Reviewed 2017-2018 SPSA and budget allocations and proposed 2018-2019 SPSA and budget allocations.
- 3) Staff input/feedback:
 - a) Would like to see more students receive counseling services, but due to funding, agreed to the current hours. However, staff would like to see criteria set for counseling be Tier 3 students only
 - b) Staff agreed to the proposal of having a classified person work with students who are Tier 2, students who needs social skills.
 - c) Safety concerns for physical school environment—easy access to school campus, which can affect the social/emotional side for students and staff.
- 4) Tentative approval of 2018-2019 SPSA and budget allocations.

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

Actions funded by Title 1 for 2017-2018:

- 1) Health Aide—The Health Aide position was not very helpful for the school site, due to the limited duties of the position. The position lack the qualifications to serve the needs of students who has chronic medical needs on a daily basis. The position will be closed for 2018-2019 due to this reason.
- 2) Childcare for parent meetings—The funds were also utilized for childcare for parent meetings, which was very helpful to our parents.
- 3) Parent Involvement Activities—The parent events were very successful because it celebrated our students and their parents' achievements. These events will continue for the 2018-2019 school year.
- 4) Instructional Supplies—Supplemental instructional supplies has great impact in the classroom, which allows the teachers to have the instructional tools to deliver their lessons to the students. Funds for instructional supplies will continue to be allocated for 2018-2019.

Action 1

Title: Viking Comprehensive ELA Program

Action Details:

Viking made an overall SBAC (Smarter Balanced Assessment Consortium) growth from 22% to 31% in ELA from 2015-2016 to 2016-2017. The growth in percentile grew from 58% to 67% overall in ELA. School-wide implementation of a comprehensive ELA program that aligns to the CCSS (Common Core State Standards). ELA instructional strategies utilized integrate all core content areas to increase reading levels for all students. So that, "Every child can and must learn at grade level and beyond" and "Move a minimum of a grade level per year". Viking's comprehensive ELA program consist of the following balanced literacy components to ensure that all students receive quality instruction.

1) A culture of learning and high expectations in all classrooms to cultivate a learning environment that students have ownership in their learning through the following processes and curriculum:

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

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

- Comprehension Skills through Close Read process: a) Identifying Key Words and Signal Words b) Look for Similarities and Differences in texts c) Causes and Effect d) Making Inferences e) Defining Words and Rewording Ideas.
- Aligning text complexity to the appropriate tasks during the lesson which will lead to opportunities for students to integrate reading, writing, speaking and listening, and/or language standards in building comprehension.
- Instructional lessons are planned intentionally to sequence building knowledge and deepen students' comprehension of the text through the task.

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

- Calibration to set anchor papers for each grade level and each genre.
- 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?

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

- Tier 1 services will focus on CCSS implementation of literacy standards in the four strands: a- Reading Standards: Literature Informational Text Foundational Skills b- Writing Standards c- Speaking and Listening Standards d- Language Standards for ALL students.
- Tier 2 provides opportunities for deployment among Accountable Communities and flexible groupings in classrooms to differentiate instruction based on students' academic needs, with support from push in tutors or pull out process.
- Tier 3 provides opportunities for flexible small group setting instruction provided by resource specialists.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

- ELACFA's (Common Formative Assessments) every three weeks for grades 1st -6th, utilizing the Guaranteed Viable Curriculum (GVC) assessments.
- Illuminated platform assessments, or Accountable Community (AC) created assessments.

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

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

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

Grades 1st-3rd will utilize the Benchmark Assessment System (BAS) 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. Kindergarten will BAS students during 2nd, 3rd, and 4th quarter as specified by site and district requirements.

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

1) Viking provides a 3 Tier Response to Intervention approach to literacy development for all students. Students will be identify and grouped according to needs through various assessments: ELPAC, SBAC, Interim 1 and 2, BAS, and site CFAs. Small group instruction will vary based on assessments. Structure for RTI will be fluid.

- Tier 1 services will focus on CCSS implementation of literacy standards in the four strands for all students:
a- Reading Standards: Literature Informational Text Foundational Skills b- Writing Standards c- Speaking and Listening Standards d- Language Standards. Teachers will differentiate instruction for all students based on the needs of the students through the different levels of DOK during Tier 1 instruction.
- Tier 2 provides opportunities for deployment among Accountable Communities or flexible groupings in classrooms to differentiate instruction based on students' academic needs, with support from push in tutors or pull out process. Side by side guided reading small groups based on student needs with

Owner(s):

Accountable Communities

Timeline:

AC created--3 Formative Assessments per quarter.

Owner(s):

Accountable Communities

Timeline:

5 writing samples throughout the year:

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

Owner(s):

Individual Teachers

Timeline:

- BAS scores for 1st grade will be every quarter. Anecdotal notes as needed for instructional change to meet the needs of the students. For grades 2nd-3rd, BAS scores for 1st quarter, 2nd quarter, and 4th quarter.
- BAS scores for Kindergarten will be 2nd, 3rd, and 4th quarter (district benchmarks). KAIG will be every quarter. Anecdotal notes as needed for instructional change to meet the needs of the students.
- T-KAIG will be 3 trimester. Anecdotal notes as needed for instructional change to meet the needs of the students.

Specify enhanced services for EL students:

- English Learner (EL) students will receive the same instruction in the classrooms, with emphasis and focus on integrating the English Language Development (ELD) ELA Framework through Specially Designed Academic Instruction for English (SDAIE) strategies.
- 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

classroom teacher and push in tutors for grades 1-3. Kindergarten students will receive pull out intervention based on student needs from PreK teachers. 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.

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

2) Other direct instructional support for students:

- Stationary/Mobile Computer Lab for Students to gain access to ELA GVC through the implementation of FUSD Technology Scope and Sequence Standards. Technology standards will be taught for each grade level through computer lab time or by teachers.
- Supplemental classified support for computer lab time for primary grades to support computer literacy as stated in the FUSD Technology Standards. Computer lab time instruction focus on keyboarding and computer literacy, to support success on DRP, Interim Assessments, CAASPP, and maintenance of the tablets for daily student use.
- On top of the regular ELA block, school-wide allocation of 30 extra minutes (Designated School) daily focusing on reading comprehension skills and strategies in the three domains: Key Ideas, Craft and Structure, and Integration of Knowledge. Instruction will consist high quality texts that will employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning.
- Student DRP data chat and goal setting will be provided in the classrooms by teachers. Growth in DRP will be recognized and celebrated school-wide for grades 2-6.
- Guided reading small group/small group reading instruction will be provided in grades TK-3.
- Supplemental contract for classified personnel to extend library hours to accommodate student needs in utilizing resources such as books, computers, etc...to extend learning beyond classroom instruction. Extra hour will be extended to parents and students once a week on Thursday nights for 1 hour to increase reading proficiency and support family literacy in the home.
- Instructional packets will be given to incoming Kindergarten students to re-enforce ELA instruction at home.
- Differentiated instruction as reflected in lesson plans and actions plans.
- Student agendas for intermediate grades 4-6 to support student achievement.
- Supplemental instructional supplies to support student achievement: Graphic for instructional supplies, Expository texts, leveled books, Time/Scholastic Magazines, A-Z, writing papers, journals, pencils, Rochester 100, ELMOs, laptops, tablets, hardware/software/ etc...
- Supplemental contract for classified personnel to support teachers and students with core curriculum materials and instructional supplies ordering, delivery, and professional learning.

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

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

- 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.

Describe Professional Learning related to this action:

Professional Learning:

- Effective instructional practices School-wide Learning Progression for Close Reading Strategies.
- Technology training for staff on how to integrate district's Technology Scope and Sequence into the four core content areas, access Illuminate assessment platform, DRP, CAASPP, Wonders. Specifically, creating Common Formative Assessment from Illuminate—"How to create and utilize data to improve instruction within the structure of CCI (Cycle of Continuous Improvement)."
- Common Formative Assessment—How to utilize data to improve instruction within the structure of CCI (Cycle of Continuous Improvement).
- Staff collaboration by Accountable Communities and vertical teaming: Share instructional strategies during Accountable Communities time and PL's to develop lessons that includes effective instructional strategies that embeds ELA CCSS Foundational and Comprehension skills.

- Translators provided for parent conferences
- Parent online access to their child's academic standings through ATLAS.
- Teachers in grades 1 -3 will receive PL on guided reading strategies, phonemic awareness and fluency, and vocabulary development through site/district professional learning opportunities.
- Provide professional development on effective student discourse through site/district professional learning opportunities, encompassing the CCSS Speaking and Listening Standards.
- Supplemental instructional materials for professional learning and instruction core content areas, emphasizing on ELA content.
- Sub release time for teachers for side by side learning and collaborations : SSTs, IEPs, 504s, Student Assessments, professional learning, AC planning, vertical articulations, and other collaborations.
- Supplemental contracts for one teacher per grade level to support the CCI cycle by creating CFAs standards based assessments.
- Sub release time for peer observations at site or other sites for side by side learning and Supplemental contract for Common Core planning.
- Supplemental instructional supplies for classroom use to enhance and support instruction.
- Professional learning from Education Elements for PLI. Grades 1-6 will participate in PLI to enhance and support instruction in the classrooms.

Action 2

Title: Viking Comprehensive Math Program

Action Details:

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

1) A culture of learning and high expectations in all classrooms to cultivate a learning environment 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
- Collaboration Conversations
- Warriors' Promise—Criteria for Success
- Daily Word of Wisdom

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

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

3) Frequent monitoring of student progress throughout the year utilizing the CCI process, utilizing data and student work samples to calibrate and set criteria for success to measure individual teacher and AC's SMART Goals towards district 1st and 2nd Math Interim Assessments for grades 1st - 6th and CAASPP for grades 3-6.

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

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Frequent monitoring of student progress throughout the year utilizing the CCI process, utilizing data and student work samples to calibrate and set criteria for success to measure individual teacher and AC's SMART Goals towards district 1st and 2nd Math Interim Assessments for grades 1st - 6th and CAASPP for grades 3-6.

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

Owner(s):

Accountable Communities and Individual Teachers

Timeline:

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

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

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

Owner(s):

- Accountable Communities
- Individual Teachers

Timeline:

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

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

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

Owner(s):

- Teachers
- ACs
- Administrators

Timeline:

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

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

Other support system of structures to improve academic achievement:

Specify enhanced services for EL students:

- EL students will receive the same instruction in the classrooms, with emphasis and focus on integrating the EL Framework through SDAIE strategies.
- EL students will also receive extra targeted instruction to support math in small group intervention as

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

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

- Parent Involvement Activities to motivate and increase academic achievement: Quarter Awards Ceremonies, Block V Award, Math Champions Celebrations, and Parent Volunteer Dinner.
- Teacher share information with parents on how to access their students' grades and work online.
- Share Math Interim, AC/Teacher created CFAs and SBAC results during parent/teacher conferences.
- Phone calls, notes, and memos home to parents, Progress reports/Report cards, Edutext Parent/Teacher Conferences

- needed (if funding allows).
- Supplemental Math instructional supplies to support EL students as needed.

Describe Professional Learning related to this action:

- Staff collaboration by Accountable Communities and vertical teaming: Share instructional strategies during Accountable Communities time and PL's to develop lessons that includes effective instructional strategies that embeds CCSS Mathematical Practices/Shifts.
- Peer observations on site and other sites.
- Supplemental classified support with core curriculum and instructional materials for professional learning and instruction are provided throughout the year: a) Explore new math instructional strategies to enhance and strengthen instruction in classroom. b) Staff collaboration on instructional strategies that will support student learning basic math facts. c) Utilize district math coaches to support CCSS teaching strategies in classrooms. d) Continue professional learning on the Mathematical Practices and Shifts
- Sub release time for teachers for side by side learning and collaborations: SSTs, IEPs, 504s, Student Assessments, professional learning, AC planning, vertical articulations, and other collaborations.
- Supplemental contracts for one teacher per grade level to support the CCI cycle and create CFAs standards based assessments.
- Supplemental Contracts for Common Core planning.
- Provide professional development on effective student discourse through site/district professional learning opportunities, encompassing the CCSS Speaking and Listening Standards within Math Content.

Action 3

Title: English Learner

Action Details:

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

- 1) EL students will receive the same instruction in the classroom, with emphasis and focus on integrating the ELD ELA Framework through SDAIE strategies.
- 2) Small group interventions 4x a week for 30 minutes each day, for students who are academically at risk and scoring significantly below grade level on DRP, CAASPP, BAS and Fluency, Interim Assessments, and teacher/AC created formative assessments.
- 3) ELPAC chats will be provided for all EL students and instructional support will be provided for students prior to assessment.
- 4) Goal setting for all EL students.

- 5) Incorporate Listening and Speaking Standards to strengthen comprehension, note taking skills in lessons.
- 6) EL students will have priority for after/before school tutoring to support language development.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Disaggregated data for EL students from the following assessments:

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

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

- 1) Intervention tutor for small group RTI and extra support in reading comprehension strategies to support student success in literacy and English Language Development. Supplemental contract as needed for RTI.
- 2) Supplemental contract for Common Core Planning to meet the needs of EL students.
- 3) Supplemental contract for ELPAC Assessors.

- 4) Supplemental instructional supplies to meet the needs of the students.
- 5) Provide small group instruction for students who are at the Intermediate, Early Advanced, and Advance, utilizing district EL support resources to help students prior to assessments.
- 6) Data chats Supplemental materials to support instruction, including technology with various vendors.

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

- 1) Supplemental instructional supplies for parent events.
- 2) Supplemental contract for translators for parent events.
- 3) ELAC Meetings to provide information for parents regarding academic programs for EL students.
- 4) Childcare will be provided for parent meetings.
- 5) Parents of all EL students will receive the same invitation as the general student body for parent activities.
- 6) Teachers will review BAS, Fluency, CAASP, ELD, ELPAC, Academic grades, etc... scores with parents and students.

Owner(s):

- Teachers
- ACs
- Administrators

Timeline:

- Per quarter

Specify enhanced services for EL students:

N/A

Describe Professional Learning related to this action:

- 1 Provide parent workshops on how to help students reach English language proficiency.
- 2 Utilize district Parent University and EL Services to support parents through parent workshops and ELAC meetings.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0465 Viking Elementary (Locked)

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

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|--------|---------------|-----------------------------------|--------------|-----------|--------|--|-----------|
| G1A1 | Title 1 Basic | Instruction | Mat & Supp | | | Supplemental Instructional Supplies **NO FOOD, NO INCENTIVES** | 40,604.00 |
| G1A1 | Title 1 Basic | Instruction | Cons Svc/Oth | | | Education Elements : Professional Learning | 15,000.00 |
| G1A1 | Title 1 Basic | Parent Participation | Cls Sup-Sup | | | Childcare for parent meetings/parent involvement | 366.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Regu | Tutor | 0.2000 | Intervention Tutor RTI | 18,317.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Regu | Tutor | 0.1000 | Intervention Tutor for RTI | 10,072.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Subs | | | Subs for SSTs, IEPs, AC Planning, PL, etc... | 14,057.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Supp | | | Intervention Tutor RTI/Goal 2/Common Core Planning/Climate and Culture planning and implementation | 71,912.00 |
| G1A1 | Sup & Conc | Instruction | Ins Aide-Sup | | | Supports GVC for classrooms and supplemental instructional supplies | 11,005.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | Supplemental Instructional Supplies | 40,469.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Maint | | | Tablet/computer maintenance | 2,500.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Graph | | | Graphics for instruction/parent events/schoolwide events | 4,000.00 |
| G1A1 | Sup & Conc | Instructional Library, Media & Te | Cls Sup-Sup | | | Technology support/Extended Library Hours Thursdays | 13,449.00 |
| G1A1 | LCFF: EL | Instruction | Teacher-Regu | Tutor | 0.1000 | Intervention Tutor | 10,072.00 |
| G1A1 | LCFF: EL | Instruction | Teacher-Supp | | | Tutor EL/ELPAC Assessment | 21,547.00 |
| G1A1 | LCFF: EL | Instruction | Mat & Supp | | | Supplemental instructional supplies | 2,797.00 |
| G1A1 | LCFF: EL | Parent Participation | Oth Cls-Supp | | | Childcare for ELAC/Parent Involvement/Translators for Parent Mtgs | 2,446.00 |
| G1A3 | LCFF: EL | Instruction | Direct-Other | | | ELPAC Assessors | 2,000.00 |

\$280,613.00

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

School Quality Review

School Level Dashboard

| Goal 2 Metrics | Current % | Target % |
|---------------------------|-----------|----------|
| Goal 2 Participation Rate | 67.007 | 74.007 |

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

Goal 2 Participation Rate

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

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

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

Goal 2 Participation Rate

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

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

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

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

2 ELAC:

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

3 Staff:

Staff has met multiple meetings to review the following information:

1) Viking data reviewed:

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

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

3) School Site Council Members' input/feedback:

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

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

1) Viking data reviewed:

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

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

3) ELAC's input/feedback:

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

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

1) Viking data reviewed:

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

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

3) Staff input/feedback:

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

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

Action 1

Title: Student Engagement Goal 2

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

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

Student participation rate in various extra-curricular activities:

- 1) Number of students/parents participating in the library on Thursday nights.
- 2) Number of students participating in Young Authors' Night, 2x a year (Fall and Spring).
- 3) Number of students participating in the Math Champion Celebrations and Reading Challenge Celebrations, 4x a year.
- 4) Number of students meeting the criteria to receive the Viking Block V Award, 2x a year.
- 5) Number of students participating in the following clubs/student activities:
 - Gardening Club
 - Art Club
 - Yugio Club
 - Peer Mediators
 - Inter- Mural Sports
 - Talent Show
 - Cafeteria Helpers
 - Library Helpers
 - Talent Show
 - Winter/Spring Music Program
 - Winter/Spring Schoolwide Performances
 - Volunteer Program

Owner(s):

Club Advisors

Timeline:

Quarterly data for Student Engagement

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

- 1) Supplemental Instructional Supplies for parent events/student engagement activities from various vendors.
- 2) Supplemental contracts for coordinating, training, and supervision of various Goal 2 Activities/Parent engagement activities.
- 3) Awards and incentives for students to encourage participation, attendance, and foster school spirit.
 - Award Ceremonies: Quarterly Award
 - Student of the Month
 - Block V
 - Sports
 - Peach Blossom
 - Educational Field Trips
 - Talent Show
 - Art Club
 - 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.

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

Specify enhanced services for EL students:

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

Describe Professional Learning related to this action:

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

- School Site Council, ELAC meetings, Title 1 Meeting
- Back to School, Open House
- Young Authors' Night
- Parent Volunteer Dinner—Honoring all parents/community members volunteers
- Parent/Teacher Conferences
- Reading Challenge
- Talent Show, Winter/Spring Music Program
- Supplemental contract will be provided for library tech to extend library hours for students and parents use, once a week on Thursday night from 5:00 pm -6:00 pm, to encourage family literacy.
- Quarterly Award Assemblies, 4x a year
- Monthly "Student of the Month" Recognition
- Bi-yearly Block V Award Ceremony
- PL on various ways students and parents can participate and engage in school events. Parent workshops provided by Parent University

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

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

School Quality Review

School Level Dashboard

| Goal 3 Metrics | Current % | Target % |
|---------------------------------|-----------|----------|
| Exposure to Careers - 3rd Grade | 96.809 | 100 |
| Exposure to Careers - 4th Grade | 97.115 | 100 |
| Exposure to Careers - 6th Grade | 95.349 | 100 |

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

Exposure to Careers - 3rd Grade

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

Exposure to Careers - 4th Grade

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

Exposure to Careers - 6th Grade

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

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

Exposure to Careers - 3rd Grade

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

Exposure to Careers - 4th Grade

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

Exposure to Careers - 6th Grade

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

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

School Site Council members has held multiple meetings to review

2 ELAC:

Meeting was held with our ELAC members. The following

3 Staff:

Staff has met multiple meetings to review the following information:

the following information:

1) Viking data reviewed:

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

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

3) School Site Council Members' input/feedback:

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

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

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

information was presented to our ELAC members.

1) Viking data reviewed:

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

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

3) ELAC's input/feedback:

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

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

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

1) Viking data reviewed:

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

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

3) Staff input/feedback:

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

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

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

Action 1

Title: Workplace Success Goal 3

Action Details:

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

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

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.

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

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

Owner(s):

Individual Teachers
Office

Timeline:

Student attendance taken after each event.

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.

Describe Professional Learning related to this action:

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

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

School Quality Review

School Level Dashboard

| Goal 4 Metrics | Current % | Target % |
|---------------------|-----------|----------|
| Chronic Absenteeism | 16.735 | 14.735 |
| Suspensions Per 100 | 11.332 | 10.332 |

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

Chronic Absenteeism

The performance outcome for 2015-2016 for Chronic Absenteeism was at 17%. The performance outcome for 2016-2017 for Chronic Absenteeism was 16%, a drop of 1%.

The factors for the drop consisted of the following efforts:

- Staff's efforts in the classrooms (teachers calling home)
- Office calling home
- Site CWA personnel working with the different families. Incentives were also given to students who had perfect attendance.

Factors that also impact the performance outcome were:

- Parents did not follow through on the plan created by school personnel to support attendance.
- Tardies
- Parent participation in school meetings to correct behavior is limited due to unavailability of parents/guardians.

Suspensions Per 100

The performance outcome for 2015-2016 for Suspension is 3.9%. The performance outcome for 2016-2017 is 4.1%, an increase of .2%.

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

- Single student with multiple suspensions throughout the year for various violation of CAEd. Code., which causes the rate to increase and show a "high status" in suspension.
- Parents fail to follow through with suggestions from school personnel during parent/admin/SST meetings.
- Parent participation in school meetings to correct behavior is limited due to unavailability of parents/guardians. Resources that were utilized to support student success have been: Home visits by Admin, personal phone calls from site, SSTs, parent conferences, offered counseling services, offered outside resources, one on one student/admin meetings, individual behavior plans, and peer buddies.

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

Chronic Absenteeism

The two subgroups with high status in Chronic Absenteeism are Students with Disabilities and African American.

A key factor that contributes to the disproportionality for these two subgroups is the tardiness. Many students come in tardy even after multiple communications to parents via SchoolMessenger, school notes going home, and parent conferences.

Suspensions Per 100

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

A few key factors in these subgroups are:

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

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

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

- 1) Viking data reviewed:
 - 2015-2016 SBAC results
 - 2015-2016 and 207-2018 Interim 1 and 2 Assessments
 - SMART Goals for SBAC for 2017-2018
- 2) Reviewed 2017-2018 SPSA and budget allocations and proposed 2018-2019 SPSA and budget allocations.
- 3) School Site Council Members' input/feedback:
 - a) Would like to build more student engagement activities for GOAL 2.
 - b) Safety concerns for physical school environment—easy access to school campus, which can affect social/emotional side for students and staff.
- 4) Tentative approval of 2018-2019 SPSA and budget allocations.

School Site Council reviewed Viking academic data, which attendance and student behavior impact student learning. Members supports keeping counseling services for Tier 3 students and adding a classified position to work on social skills for Tier 2 students for 2018-2019 school year.

2 ELAC:

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

- 1) Viking data reviewed:
 - 2015-2016 SBAC results
 - 2015-2016 and 207-2018 Interim 1 and 2 Assessments
 - SMART Goals for SBAC for 2017-2018
- 2) Reviewed 2017-2018 SPSA and budget allocations and proposed 2018-2019 SPSA and budget allocations.
- 3) ELAC's input/feedback:
 - a) Have a staff member/someone supervise students who are not picked up on time after dismissal. Explained to ELAC members that we do not have the funds to hire someone to supervised students who does not get pick up on time after dismissal. Many staff members are also involved in coaching, advising clubs, planning, parent meetings, teacher meetings, or professional learning after school, and would not be available to supervise students after regular supervision. Regular supervision starts at 2:30 pm -2:50 pm already—20 mins.
 - b) ELAC members asked if students in sports can get a snack from the After School Program after/during practice. Informed ELAC members we will check on the snacks and get back to them.
- 4) Tentative approval of 2018-2019 SPSA and budget allocations.

3 Staff:

Staff has met multiple meetings to review the following information:

- 1) Viking data reviewed:
 - 2015-2016 SBAC results
 - 2015-2016 and 207-2018 Interim 1 and 2 Assessments
 - SMART Goals for SBAC for 2017-2018
- 2) Reviewed 2017-2018 SPSA and budget allocations and proposed 2018-2019 SPSA and budget allocations.
- 3) Staff input/feedback:
 - a) Would like to see more students receive counseling services, but due to funding, agreed to the current hours. However, staff would like to see criteria set for counseling be Tier 3 students only
 - b) Staff agreed to the proposal of having a classified person work with students who are Tier 2, students who needs social skills.
 - c) Safety concerns for physical school environment—easy access to school campus, which can affect the social/emotional side for students and staff.
- 4) Tentative approval of 2018-2019 SPSA and budget allocations.
Staff reviewed Viking academic data, which attendance and student behavior impact student learning. Members supports keeping counseling services for Tier 3 students and adding a classified position to work on social skills for Tier 2 students for 2018-2019 school year.

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

A part of Title 1 fund was utilized for classroom incentives and schoolwide incentives to encourage positive school behavior and attendance. The funds were also utilized for parent participation in the various activities to encourage school connectedness and decrease misbehaviors and increase attendance. Allocations will be set aside to continue with classroom incentives and schoolwide incentives to encourage and promote positive behaviors and increase attendance.

Action 1

Title: Attendance and Suspension Rates

Action Details:

Attendance Rate:

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

- School-wide incentive for perfect attendance, most improved attendance rate.
- Parent and Student meetings with school personnel and home visit by CWAs
- TK and Kindergarten parent orientation on how important attendance is for academic growth.

Suspension Rate:

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

- CHAMPS
 - Class Meetings
 - Second Steps
 - Classroom Incentives
 - School Wide Incentives
 - Growth Mindset
 - Collaborative Conversations
 - Warriors' Promise--Criteria for Success
 - Daily Word of Wisdom
 - Schoolwide Safety Structures
- 2) Counseling is available for Tier 3 students (availability of space) for social/emotional to decrease suspension rates.
 - 3) Classified personnel available to work with Tier 2 students on social skills to decrease suspension rate.
 - 4) Peer Mediators will be implemented to support students with conflict/resolutions during lunch recess.
 - 5) Provide radios and orange vests for teachers who are on supervision--increase visibility of adults during supervision.
 - 6) Anti-bully and Safety Assemblies 2x a year, Fall (August) and Winter (January)
 - 7) Positive behavior management with emphasis on two subgroups: African American and Hispanic. Positive behavior modification plan for students who are at risk/chronic misbehaviors.

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

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Progress monitor attendance rate monthly by utilizing attendance rate from ATLAS.

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

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

Monthly data report from the following tools:

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

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

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

Attendance:

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

Suspension:

- PreK-6th implementation of weekly Class Meetings and Second Step lessons.
- Tier 2 students--Social Skills
- Tier 3 students--Counseling
- Provide Character Counts
- Safe and Civil procedures
- Intra-mural sports during morning and lunch recess.
- Supplemental contracts for coordinating, training, and supervising Peer Mediators.
- Supplemental Contracts for site monthly trainings for NTAs on Character Counts initiative and Safe and Civil procedures.
- Supplemental contracts for 3 extra NTAs for intra-mural extra-curricular activities.

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

- 1) Viking and district handbooks are sent home for parents, in the language preferred.
- 2) School Messenger are sent home to encourage a positive learning environment.
- 3) School-wide and classroom notes go home to inform parents of the school rules for specific events, to ensure the safety of all students and staff. -Copy Lease
- 4) Back to School Night--Review school wide expectations with parents in cafeteria. Individual teachers review classroom expectations in classrooms.
- 5) Parents are encouraged to participate in the Parent University classes offered to parents regarding the educational system.

Owner(s):

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

Timeline:

- Monthly

Owner(s):

- Teachers
- Administrators
- Climate and Culture Team

Timeline:

- Quarterly

Specify enhanced services for EL students:

All EL students are included in the schoolwide structure.

Describe Professional Learning related to this action:

- Professional learning are given at the beginning of the school year during staff meeting on "How to create a positive learning environment for all students" by site/district office.
- Professional learning are provided throughout the year by district or site Climate and Culture Team.
- Professional learning opportunities are also given to teachers after the school year is out and in January by site/district office.
- Provide teachers with strategies on supporting students who have chronic absences.
- Review Viking handbook at the beginning of the school year with staff re: new procedures and existing procedures
- Social/Emotional Training for staff Safe and Civil monthly training for NTAs

6) Monthly SchoolMessenger going home to encourage attendance.

7) Progress reports/Report cards Phone calls, Notes, Memos, SSTs, Parent/Teacher conferences ELAC, SSC, Quarterly Award, Block V Award.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0465 Viking Elementary (Locked)

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

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|--------|---------------|-----------------------------------|--------------|-----------|-----|--|-----------|
| G4A1 | Title 1 Basic | Parent Participation | Direct-Graph | | | Parent handbooks/Parent Involvement | 2,000.00 |
| G4A1 | Sup & Conc | Instruction | Off Eq Lease | | | Office Copier Lease | 1,900.00 |
| G4A1 | Sup & Conc | Instructional Supervision & Admin | Cl&Tech-Sup | | | Office supplemental support | 3,669.00 |
| G4A1 | Sup & Conc | Parent Participation | Communicatio | | | Stamps for parent communication | 100.00 |
| G4A1 | Sup & Conc | Guidance & Counseling Services | Direct-Other | | | : REA 2% Evaluation Fee for On-Site Counseling | 340.00 |
| G4A1 | Sup & Conc | Guidance & Counseling Services | Cons Svc/Oth | | | On-Site Counseling/FPU : Counseling 4hrs x 3 days per week (12 hours) On Site Counseling | 17,000.00 |
| G4A1 | Sup & Conc | Other Pupil Services | Oth Cls-Supp | | | Climate and Culture-Safety/Social-Emotional support | 24,452.00 |

\$49,461.00

2018-2019 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 | Mat & Supp | | | Supplemental Instructional Supplies **NO FOOD, NO INCENTIVES** | 40,604.00 |
| G1A1 | Title 1 Basic | Instruction | Cons Svc/Oth | | | Education Elements : Profesional Learning | 15,000.00 |
| G1A1 | Title 1 Basic | Parent Participation | Cls Sup-Sup | | | Childcare for parent meetings/parent involvement | 366.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Regu | Tutor | 0.2000 | Intervention Tutor RTI | 18,317.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Regu | Tutor | 0.1000 | Intervention Tutor for RTI | 10,072.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Subs | | | Subs for SSTs, IEPs, AC Planning, PL, etc... | 14,057.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Supp | | | Intervention Tutor RTI/Goal 2/Common Core Planning/Climate and Culture planning and implementation | 71,912.00 |
| G1A1 | Sup & Conc | Instruction | Ins Aide-Sup | | | Supports GVC for classrooms and supplemental instructional supplies | 11,005.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | Supplemental Instructional Supplies | 40,469.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Maint | | | Tablet/computer maintenance | 2,500.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Graph | | | Graphics for instruction/parent events/schoolwide events | 4,000.00 |
| G1A1 | Sup & Conc | Instructional Library, Media & Te | Cls Sup-Sup | | | Technology support/Extended Library Hours Thursdays | 13,449.00 |
| G1A1 | LCFF: EL | Instruction | Teacher-Regu | Tutor | 0.1000 | Intervention Tutor | 10,072.00 |
| G1A1 | LCFF: EL | Instruction | Teacher-Supp | | | Tutor EL/ELPAC Assessment | 21,547.00 |
| G1A1 | LCFF: EL | Instruction | Mat & Supp | | | Supplemental instructional supplies | 2,797.00 |
| G1A1 | LCFF: EL | Parent Participation | Oth Cls-Supp | | | Childcare for ELAC/Parent Involvement/Translators for Parent Mtgs | 2,446.00 |
| G1A3 | LCFF: EL | Instruction | Direct-Other | | | ELPAC Assessors | 2,000.00 |
| G4A1 | Title 1 Basic | Parent Participation | Direct-Graph | | | Parent handbooks/Parent Involvement | 2,000.00 |
| G4A1 | Sup & Conc | Instruction | Off Eq Lease | | | Office Copier Lease | 1,900.00 |
| G4A1 | Sup & Conc | Instructional Supervision & Admir | Cl&Tech-Sup | | | Office supplemental support | 3,669.00 |
| G4A1 | Sup & Conc | Parent Participation | Communicatio | | | Stamps for parent communication | 100.00 |
| G4A1 | Sup & Conc | Guidance & Counseling Services | Direct-Other | | | : REA 2% Evaluation Fee for On-Site Counseling | 340.00 |
| G4A1 | Sup & Conc | Guidance & Counseling Services | Cons Svc/Oth | | | On-Site Counseling/FPU : Counseling 4hrs x 3 days per week (12 hours) On Site Counseling | 17,000.00 |
| G4A1 | Sup & Conc | Other Pupil Services | Oth Cls-Supp | | | Climate and Culture-Safety/Social-Emotional support | 24,452.00 |

\$330,074.00

| Funding Source Totals | Unit # | Budget Totals |
|-----------------------|--------|---------------------|
| Title 1 Basic | 3010 | \$57,970.00 |
| Sup & Conc | 7090 | \$233,242.00 |
| LCFF: EL | 7091 | \$38,862.00 |
| Grand Total | | \$330,074.00 |

| Goal Totals | Budget Totals |
|---|---------------------|
| G1 - All students will excel in reading, writing, and math | \$280,613.00 |
| G4 - All students will stay in school on target to graduate | \$49,461.00 |
| Grand Total | \$330,074.00 |