

**Vinland Elementary**

10621666006548

Principal's Name: Jeanarta Coe

Principal's Signature: 

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

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

<b>District Goals</b>	
-----------------------	--

<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, 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>

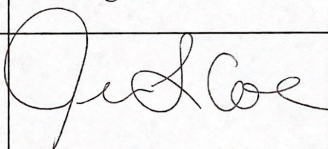



School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Jeanarta Coe	X				
2. Chairperson - Elena Astanina				X	
3. Teacher- Rebecca Massicci		X			
4. Teacher – Patricia Toto		X			
5. Teacher – Michelle Aguirre		X			
6. Parent - Francisco Duran				X	
7. Classified Home School Liaison – Carmen Decker			X		
8. Parent - Maricela Alvarez		X			
9.					
10.					
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name: Vinland 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	Jeanarta Coe		4/12/21
SSC Chairperson	Elena Astanina		4/12/21

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

Vinland - 0470

**ON-SITE ALLOCATION**

3010	Title I	\$50,485 *
7090	LCFF Supplemental & Concentration	\$166,980
7091	LCFF for English Learners	\$22,680
7099	School Opening Support <i>(New! One-time funds)</i>	<u>\$18,860</u>
<b>TOTAL 2021/22 ON-SITE ALLOCATION</b>		<b>\$259,005</b>

* These are the total funds provided through the Consolidated Application		
* Title I requires a specific investment for Parent Involvement		
	Title I Parent Involvement - Minimum Required	\$1,317
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$49,168</u>
	Total Title I Allocation	\$50,485



## Vinland 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 ELA D2 On Level		37.06 %	2020-2021	44.06 %
I-Ready Math D2 On Level		25.43 %	2020-2021	32.43 %
I-Ready ELA D2 On Level (African American)		33.33 %	2020-2021	40.33 %
I-Ready Math D2 On Level (African American)		13.33 %	2020-2021	20.33 %

**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 ELA D2 On Level

- CCSS are being taught in Tier 1 through Wonders/Go Math resources
- Tier 3 Intervention provided for students in RSP and SDC.
- Education Elements is supporting PLI Leads and teachers with the use of the blended learning model.
- IAB's utilized in grades 3-6.
- PLC/AC Teams planning using GVC and CFA data used to discuss instructional strategies. Teachers and PLC's/AC's are creating CFAs to determine next steps to support mastery of standard. Teachers analyzing data to reteach students based on need.

iReady ELA Diagnostic 2 (Winter): 36% of students on grade level in K-6.

Kindergarten: 74% of students on level

1st Grade: 42% of students on level

2nd Grade: 40% of students on level

**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

Overall: 36% of students in grades K-6 are on grade level in ELA on diagnostic #2. 82% of students took iReady Diagnostic #2 in ELA and 83% of students took iReady Diagnostic #2 in Math.

#### Key factors that contributed to the disproportionality:

Chronic and severely chronic absenteeism rate is 25.62% for the 2020-2021 school year. The chronic absenteeism rate for both chronic and severely chronic for 2019-2020 was 25.5%. The chronic absenteeism rate for both chronic and severely chronic for 2018-2019 was 18.26%.

Attendance rate- decrease in good attendance rate status from 58.82 in 2018-2019, 51.99% in 2019-2021 to 49.64 in 2020-2021.

#### I-Ready ELA D2 On Level (African American)

Overall: 36% of students on grade level in ELA in grades K-6.

33.33% of African American students scored on grade level in the iReady ELA Diagnostic #2.

37.93% of African American students scored on grade level in the iReady ELA Diagnostic #1.

3rd Grade: 39% of students on level  
4th Grade: 29% of students on level  
5th Grade: 15% of students on level  
6th Grade: 16% of students on level

iReady ELA Diagnostic 1 (Fall): 31% of students on grade level in K-6.

Kindergarten: 72% of students on level  
1st Grade: 32% of students on level  
2nd Grade: 37% of students on level  
3rd Grade: 30% of students on level  
4th Grade: 26% of students on level  
5th Grade: 14% of students on level  
6th Grade: 16% of students on level

#### **I-Ready ELA D2 On Level (African American)**

Overall: 36% of all students scored on grade level in ELA on iReady Diagnostic #2. 31% of all students scored on grade level in ELA on iReady Diagnostic #1.

33.33% of African American students scored on grade level in the iReady ELA Diagnostic #2.

37.93% of African American students scored on grade level in the iReady ELA Diagnostic #1.

#### **I-Ready Math D2 On Level**

iReady Math Diagnostic 2 (Winter): 24% of students on grade level in K-6.

Kindergarten: 64% of students on level  
1st Grade: 29% of students on level  
2nd Grade: 21% of students on level  
3rd Grade: 10% of students on level  
4th Grade: 26% of students on level  
5th Grade: 18% of students on level  
6th Grade: 9% of students on level

iReady Math Diagnostic 1 (Fall): 22% of students on grade level in K-6.

Kindergarten: 63% of students on level  
1st Grade: 22% of students on level

#### **I-Ready Math D2 On Level**

Overall: 24% of students on grade level in Math in grades K-6 on iReady Diagnostic #2. 22% of students on grade level in Math in grades K-6 on iReady Diagnostic #1.

#### **I-Ready Math D2 On Level (African American)**

13% of students on grade level in Math in grades K-6 on iReady Diagnostic #2.

#### **English Learner Redesignation Rate:**

EL students had minimal growth for the 20-21 school year with a 1.6% redesignation rate. Only 1 student was redesignated. Students did not have the same access to designated and integrated ELD due to the the online learning structure and chronic absenteeism rate.

2020-2021- 1.6%

2019-2020- 9.2%

2018-2019- 23.2%



2nd Grade: 23% of students on level

3rd Grade: 17% of students on level

4th Grade: 19% of students on level

5th Grade: 11% of students on level

6th Grade: 5% of students on level

**I-Ready Math D2 On Level (African American)**

Overall: 13% of African American students are on grade level in Math.

**English Learner Supports:**

Students that were long term English Learners has supports with Rosetta Stone through Interact Fellow support. Teachers set up targeted supports based on iReady data/ELD level to support with reading and math.

All actions in 20-21 SPSA were not implemented due to all online learning model. Actions were modified to meet online needs.

---

**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.

1. 82% of students in grades K-6 took the iReady Diagnostic for the 2020-2021 school year in ELA and 83% of students took the math diagnostic.
2. 3rd through 6th grade use of IAB's was not implemented consistently for all grade levels throughout the year. Training was provided in October 2020 and January 2021 for administration of IAB's to teachers in grades 3-6 on a voluntary basis.
3. Teaching fellows supported grades K-3, and 5-6.
4. A general education paraeducator was used to support students in grades 1-6. One general education paraeducator position was not able to be filled during the 2020-2021 school year.
5. CFA's were administered to students, but due to Chronic Absenteeism rate increase, not all students completed all assessments for both classroom assessments and iReady Diagnostic assessments.
6. Supplemental tutoring contracts for EL students were not utilized during the 2020-2021 school year.
7. Due to online learning model there were gaps in implementation of curriculum and student outcomes for various reasons including technology access, wifi capability, and attendance.

---

**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.

General education paraeducators will not be utilized during the 2021-2022 school year.

**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:**

Communication with teachers and parents through various communication tools. (Class Dojo, Facebook, Peach Jar, School Messenger)

Cultural Week to celebrate various cultures at Vinland.

Instructional Materials and supplies

ELPAC supports for English Learners

Home School Liaison/RCA/ CWAS- Tier 2

**2 ELAC:**

Provide a reading club to emphasize the importance of reading

Continue to provide parent education to English Learner parents about the importance of attendance and parent participation.

Continue to use Class Dojo and Facebook as a school wide communication platform.

Instructional Materials (books, curriculum, paper, technology).

SEL Supports

**3 Staff:**

Student recognition awards

Communication with teachers and parents through various communication tools (Class Dojo, Facebook)

Instructional Materials and supplies

SEL Supports/Counseling support

Teaching Fellows to support student learning

Site licenses to support science and EL students

Student leadership and student involvement

Tutoring for students

## Action 1

Title: ELA

[Action Details:](#)

### Goal 1, Action 1: Vinland Goal:

**In ELA, by May 22, 2022, all students will maintain their grade level proficiency status or improve their non grade level proficiency by a minimum of 1 grade level band as measured by site, district, and state assessment.**

**Assessments / Data used:** By unit/chapter throughout the year: Common Formative Assessment (PK-6th-PLC/AC created/adopted); IABs/FIABs (3rd-6th grade) as a tool to support students with mastery of CCSS as measured by the SBAC; ELA District Wide Intervention: ELA iReady (TK-6th-school site), Annual Progress Monitoring: SBAC (3rd-6th-annual at the state level); ELPAC (PK-6th-annual at the state level), grades (2nd-6th) & effort (PK-2nd).

**Tier 1:** Teachers and staff will implement quality first grade level standards based instruction, with a baseline 120 minutes in ELA, utilizing district adopted primary resources and supplemental resources. Grade level PLC/ACs will define their Guaranteed and Viable ELA Curriculum(s). As well based on student progress in grade level curriculum, teachers and staff will plan and implement a Response to Intervention (RtI) time to support all students, via enrichment or remediation, to promote understanding and learning at grade level.

**Tier 2:** In addition/ concurrent to Tier 1, a Tier 2: a universal screener (iReady, etc) will be utilized to determine students needing additional ELA support. Teachers will set a schedule for students to practice 45 minutes of ELA iReady weekly. Teachers/ staff/ administration/ parents are able to request supports for students. The Targeted Support Team will review students with academic/social emotional/health/attendance/other concerns to provide additional support recommendations. The site will utilize the Student Success Team (SST) process.

**Tier 3:** Students identified needing Tier 3 ELA support will have small group intervention (in person or virtual) and learning plans.

iReady 2020-2021 scores: (most recent)

ELA: 36% of students on grade level in ELA on diagnostic #2 (Winter)

iReady 2020-2021 scores:

ELA: 31% of students on grade level in ELA on diagnostic #1 (Fall)

iReady 2019-2020 scores:

ELA: 34% of students on grade level in ELA on Diagnostic #3 (Spring)

iReady 2019-2020 scores:

ELA: 26% of students on grade level in ELA on Diagnostic #2 (Winter)

iReady 2019-2020 scores:

ELA: 16% of students on grade level in ELA on Diagnostic #1 (Fall)

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](#)

Tier 2: iReady; Student intervention tool.

**Assessment:** iReady District wide diagnostic: (ELA) 3 times a year K-6th grade

**Data collection and analysis that includes targeted student groups.** (English Learner, low performing identified subgroups, SpEd, foster/homeless). School wide adopted progress monitoring tool to determine and support the progress of targeted student groups.

**Owner(s):**

**Teachers** - administer diagnostic; plan schedule for students to have i-Ready intervention each week in ELA; Teachers will support student goal setting. Teachers will progress monitor weekly practice; use assessment data to determine needs for individual students.

**Paraprofessionals/ Support Staff**- support teachers in administration of i-Ready and weekly intervention based on their teacher assignment (paraprofessional support is based on if the teacher has a paraprofessional).

**Principal /Vice Principal** - Provide school and grade level results to teachers; progress monitor student/class/school wide use and trends; support resources for teacher professional learning regarding i-Ready; meet with PLCs and committees about student results/ next steps.

**Timeline:**

Fall, Winter, Spring Diagnostic

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

Tier 1: **Common Formative Assessment** (PK-6th-PLC/AC created/adopted); IABs/FIABs (3rd-6th)

Grade level created / adopted. Pre and post assessment and progress monitoring assessments.

**Assessment:** ELA Common Formative Assessments (PK-6th-school site); IABs (3rd-6th grade).

**Data collection and analysis that includes targeted student groups.** (English Learner, African American, SpEd, foster/homeless, low performing identified subgroups). School wide adopted progress monitoring tool to determine and support the progress of targeted student groups.

**Owner(s):**

**Individual Teachers** - administer pre and post assessments; plan schedule for students to have grade level Tier 1 standards based intervention in ELA; students with teacher support set goals and progress monitor weekly practice; teachers use assessment data to determine needs for individual students.

**Paraprofessionals/ Support Staff** - support teachers in administration of ELA grade level instruction based on their teacher assignment (paraprofessional support is based on if the teacher has a paraprofessional).

**Principal/Vice Principal** - Teachers provide class and grade level results to administration; teachers update administration on the progress monitoring of their student and grade level CFAs and IABs/FIABs (3rd-6th) share across grade levels for school wide supports and initiatives; administration support resources for teacher professional learning regarding ELA evidenced based best practices & district; meet with PLCs and committees about student results/ next steps.

**Timeline:**

By unit/chapter throughout the year.

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

Tier 1: **Response to Intervention (RtI)** based on CFA's, teacher observation

**Assessment:** ELA Common Formative Assessments (PK-6th-school site). IABs/FIABs (3rd-6th grade).

**Data collection and analysis that includes targeted student groups.** (English Learner, African American, SpEd, foster/homeless, low performing identified subgroups). School wide adopted progress monitoring tool to determine and support the progress of targeted student groups.

**Owner(s):**

**Individual Teachers** - administer RtI based on students progress on grade level standards based instruction; plan schedule for students to have RtI; administer cycles of RtI and determine next steps based on assessment data throughout the cycle, provide administration with results of RtI.

**Paraprofessionals/ Support Staff** - support teachers in administration of ELA grade level intervention based on their teacher assignment (paraprofessional support is based on if the teacher has a paraprofessional).

**Principal/Vice Principal** - Teachers provide class and grade level results to administration; teachers update administration on the progress monitoring of their student and grade level RtI to share across grade levels for school wide supports and initiatives; administration support resources for teacher professional learning regarding ELA RtI evidenced based best practices & district; meet with PLCs and committees about student results/ next steps.

**Timeline:**

By unit/chapter throughout the year.



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

Tier 1, 2, & 3: **Individual Teachers and Professional Learning Communities** (grade level/department PLC/ ACs, site based PLCs, school based committees)

**Data:** **Individual Teachers, PLC, PLC/ACs** Data shared via artifacts (meeting agendas, student and grade level artifacts, school wide monitoring tools, and grades).

**Goal Setting-** Set goals based on,

1. CFAs
2. RtI
3. iReady
4. IABs/FIABs (3rd-6th grade)

**Data collection and analysis that includes targeted student groups.** (English Learner, African American, SpEd, foster/homeless, low performing identified subgroups). School wide adopted progress monitoring tool to determine and support the progress of targeted student groups.

Quarterly Teacher/ Admin Data Chats: Individual Teacher, PLC/ACs, school wide.

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

Tier 1 and 2: **Class Visits**, formal/ informal walkthrough

**Data:** School wide adopted progress monitoring tool to determine and support the progress of targeted student groups (IPG, etc).

**Data collection and analysis that includes targeted student groups.** (English Learner, African American, SpEd, foster/homeless, low performing identified subgroups). School wide adopted progress monitoring tool to determine and support the progress of targeted student groups.

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

Tier 1: Instruction: A baseline of 120 minutes of ELA Daily Tier 1 Instruction, including both whole group and small group instruction.

**Data:** School wide adopted progress monitoring tool to determine and support the progress of targeted student groups (IPG, etc).

**Data collection and analysis that includes targeted student groups.** (English Learner, African American, SpEd, foster/homeless, low performing identified subgroups). School wide adopted progress monitoring tool to determine and support the progress of targeted student groups.

**Owner(s):**

**Individual Teachers, PLCs, PLC/ACs** - Use multiple measures of data analysis to reflect, plan, assess, and initiate instruction for students in Tier 1. Progress monitored and shared via artifacts (meeting agendas, student and grade level artifacts, school wide monitoring tools, and grades). Prepare materials for quarterly data chats.

**Principal/Vice Principal** - Participate in PLC/AC meetings; review artifacts and provide school wide PL to determine next steps and updates for the school site; share progress with other schools/districtwide as needed by the district and initiated by school wide collaboration efforts, facilitate quarterly data chats.

**Owner(s):**

**Individual Teachers, PLC/ACs** - Visiting classrooms (virtually and physically), utilizing the school wide adopted progress monitoring tool to determine and support strategies and instructional planning for student achievement and student learning, implementing next steps.

**Administrators** - Visiting classrooms (virtually and physically), utilizing the school wide adopted progress monitoring tool and district wide monitoring and planning tools to determine and support school wide trends and next steps for teacher/staff professional learning, student achievement and student learning

**Owner(s):**

**Individual Teachers-** Planning and implementing 120 minutes of Daily Tier 1 instruction

**Paraprofessionals** (assigned classrooms & target students only): Supporting classroom under direction/guidance of the teacher.

**Timeline:**

By unit/chapter throughout the year.

**Timeline:**

**Teachers, PLCs, PLC/ACs** - Monthly, Quarterly

**Administrators** - Daily, Weekly

**Timeline:**

Teachers - Daily

Paraprofessionals - Daily

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

Refer to the Vinland SPSARP 510/520 report for detailed information.

[Specify enhanced services for EL students:](#)

- Supplemental contracts for staff to provide EL tutoring before and after school with materials and supplies (paper, pencils, books, etc)
- Designated and Integrated EL support and EL progress monitoring by teachers
- ELPAC annual monitoring of student progress
- Quarterly goal setting with next steps for EL students embedded
- Student goal setting with EL student check ins by teacher
- **Parent translation and oral communication in Spanish**

[Specify enhanced services for low-performing student groups:](#)

- Priority tutoring services for sub groups.
- Enhanced services and identifying target student groups **in progress monitoring**

## Action 2

**Title:** Math & Science

[Action Details:](#)

---

**Goal 1, Action 2 Vinland Goal:**

**In Mathematics & Science, by May 22, 2022, all students will maintain their grade level proficiency status or improve their non grade level proficiency by a minimum of 1 grade level band as measured by site, district, and state assessment.**

**Assessments used:**

**Math:**By unit/chapter throughout the year: Common Formative Assessment (PK-6th-PLC/AC created/adopted); IABs/FIABs (3rd-6th grade) as a tool to support student with mastery of CCSS as measured by the SBAC; Math District Wide Intervention: Math iReady (K-6th-school site), Annual Progress Monitoring: SBAC (3rd-6th-annual at the state level); grades (2nd-6th) & effort (PK-2nd).

**Science:** By unit/chapter throughout the year: Common Formative Assessment (PK-6th-PLC/AC created/adopted. Science may alternate in cycle with Social Science.

**Tier 1:**

**Math:**Teachers and staff will implement quality first grade level standards based instruction with a baseline 90 minutes of Math, utilizing district adopted primary resources. Grade level PLC/ACs will define their Guaranteed and Viable Math Curriculum(s). Based on student progress in grade level curriculum, teachers and staff will plan and implement a Response to Intervention (RtI) time to support all students, via enrichment or remediation, to promote understanding and learning at grade level.

**Science:** In quarterly cycles, teachers will implement grade level science instruction utilizing supplemental materials. Grade level PLC/ACs will define their Guaranteed and Viable Science Curriculum(s) utilizing the NGSS in planning. Use of district resources available from the Science department.

**Tier 2:**

**Math:** In addition/ concurrent to Tier 1, a Tier 2: a universal screener (iReady, etc) will be utilized to determine students needing additional Math support. Teachers will set a schedule for students to practice 45 minutes of Math iReady weekly. Teachers/ staff/ administration/ parents are able to request supports for students. The Targeted Support Team will review students with academic/social emotional/health/attendance/other concerns to provide additional support recommendations. The site will utilize the Student Success Team (SST) process.

**Science:** Teachers may assign additional science lessons to students as needed based on CFA data and teacher informal observation.

**Tier 3:**

**Math:** Students identified needing Tier 3 math support will have small group intervention (in person or virtual).

**Science:** Students identified needing Tier 3 science support will have small group intervention (in person or virtual).

iReady 2020-2021 scores: (most recent)

Math: 24% of students on grade level in Math on diagnostic #2 (Winter)

iReady 2020-2021 scores:

Math: 22% of students on grade level in math on diagnostic #1 (Fall)

iReady 2019-2020 scores:

Math: 26% of students on grade level in Math on Diagnostic #3 (Spring)

iReady 2019-2020 scores:

Math: 18% of students on grade level in Math on Diagnostic #2 (Winter)

iReady 2019-2020 scores:

Math: 8% of students on grade level in Math on Diagnostic #1 (Fall)

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

**Math and Science**

Tier 1: **Common Formative Assessment** (PK-6th-PLC/AC created/adopted); IABs/FIABs (3rd-6th)

Grade level created / adopted. Pre and post assessment and progress monitoring assessments.

**Assessment:** Math Common Formative Assessments (PK-6th-school site); IABs (3rd-6th grade).

**Data collection and analysis that includes targeted student groups.** (English Learner, African American, SpEd, foster/homeless, low performing identified subgroups). School wide adopted progress monitoring tool to determine and support the progress of targeted student groups.

**Owner(s):**

**Individual Teachers** - administer pre and post assessments; plan schedule for students to have grade level Tier 1 standards based intervention in Math; students with teacher support set goals and progress monitor weekly practice; teachers use assessment data to determine needs for individual students.

**Paraprofessionals/ Support Staff** - support teachers in administration of Math grade level instruction based on their teacher assignment (paraprofessional support is based on if the teacher has a paraprofessional).

**Principal/Vice Principal** - Teachers provide class and grade level results to administration; teachers update administration on the progress monitoring of their student and grade level CFAs and IABs/FIABs (3rd-6th) to share across grade levels for school wide supports and initiatives; administration support resources for teacher professional learning regarding Math evidenced based best practices & district; meet with PLCs and committees about student results/ next steps.

**Timeline:**

By unit/chapter throughout the year.

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

Tier 1: **Response to Intervention (RtI)** based on CFA's and IABs/FIABs (3rd-6th only)

**Assessment:** Math Common Formative Assessments (PK-6th-school site). IABs (3rd-6th grade).

**Data collection and analysis that includes targeted student groups.** (English Learner, African American, SpEd, foster/homeless, low performing identified subgroups). ). School wide adopted progress monitoring tool to determine and support the progress of targeted student groups.

**Owner(s):**

**Individual Teachers** - administer RtI based on students progress on grade level standards based instruction; plan schedule for students to have RtI; administer cycles of RtI and determine next steps based on assessment data throughout the cycle, provide administration with results of RtI.

**Paraprofessionals/ Support Staff** - support teachers in administration of Math grade level intervention based on their teacher assignment (paraprofessional support is based on if the teacher has a paraprofessional).

**Principal/Vice Principal** - Teachers provide class and grade level results to administration; teachers update administration on the progress monitoring of their student and grade level RtI to share across grade levels for school wide supports and initiatives; administration support resources for teacher professional learning regarding Math RtI evidenced based best practices & district; meet with PLCs and committees about student results/ next steps.

**Timeline:**

By unit/chapter throughout the year.



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

Tier 1, 2, & 3: **Individual Teachers and Professional Learning Communities** (grade level/department PLC/ ACs, site based PLCs, school based committees)

**Data: Teachers, PLC, PLC/ACs** Data shared via artifacts (meeting agendas, student and grade level artifacts, school wide monitoring tools, and grades).

**Goal Setting-** Set goals based on,

1. CFAs
2. RtI
3. iReady
4. IABs/FIABs (3rd-6th grade)

**Data collection and analysis that includes targeted student groups.** (English Learner, African American, SpEd, foster/homeless, low performing identified subgroups). School wide adopted progress monitoring tool to determine and support the progress of targeted student groups.

Quarterly Data Chats: Individual Teacher, PLC/ACs, school wide.

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

Tier 2: iReady; Student intervention tool.

**Assessment:** iReady District wide diagnostic: (Math) 3 times a year K-6th grade

**Data collection and analysis that includes targeted student groups.** (English Learner, African American, SpEd, foster/homeless, low performing identified subgroups). School wide adopted progress monitoring tool to determine and support the progress of targeted student groups.

**Owner(s):**

**Individual Teachers, PLCs, PLC/ACs** - Use multiple measures of data analysis to reflect, plan, assess, and initiate instruction for students in Tier 1. Progress monitored and shared via artifacts (meeting agendas, student and grade level artifacts, school wide monitoring tools, and grades). Prepare materials for quarterly data chats.

**Principal/Vice Principal** - Participate in PLC/AC meetings; review artifacts and provide school wide PL to determine next steps and updates for the school site; share progress with other schools/districtwide as needed by the district and initiated by school wide collaboration efforts, facilitate quarterly data chats.

**Owner(s):**

**Individual Teachers** - administer diagnostic; plan schedule for students to have i-Ready intervention each week in Math; students with teacher support set goals and progress monitor weekly practice; use assessment data to determine needs for individual students.

**Paraprofessionals Support Staff**- support teachers in administration of i-Ready and weekly intervention based on their teacher assignment (paraprofessional support is based on if the teacher has a paraprofessional).

**Principal/Vice Principal** - Provide school and grade level results to teachers; progress monitor student/class/school wide use and trends; support resources for teacher professional learning regarding i-Ready; meet with PLCs and committees about student results/ next steps.

**Timeline:**

By unit/chapter throughout the year.

**Timeline:**

Fall, Winter, Spring Diagnostic

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

Tier 1 and 2: **Class Visits**, formal/ informal walkthrough

**Data:** School wide adopted progress monitoring tool to determine and support the progress of targeted student groups (IPG, etc).

**Data collection and analysis that includes targeted student groups.** (English Learner, African American, SpEd, foster/homeless, low performing identified subgroups). School wide adopted progress monitoring tool to determine and support the progress of targeted student groups.

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

Tier 1: Instruction: A baseline of 90 minutes of Math Daily Tier 2 Instruction, including both whole group and small group instruction.

**Data:** School wide adopted progress monitoring tool to determine and support the progress of targeted student groups (IPG, etc).

**Data collection and analysis that includes targeted student groups.** (English Learner, African American, SpEd, foster/homeless, low performing identified subgroups). School wide adopted progress monitoring tool to determine and support the progress of targeted student groups.

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

**Science:**

Use of the NGSS for planning science lessons. Use of district resources available from the Science department. Supplemental use of Generation Genius/Mystery Science (supplemental resource) throughout the year via site/ teacher license.

Grade level CFA's

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

Refer to the Vinland SPSARP 510/520 report for detailed information.

**Specify enhanced services for EL students:**

- Supplemental contracts for staff to provide EL tutoring before and after school with materials and supplies (paper, pencils, books, etc)
- Designated and Integrated EL support and EL progress monitoring by teachers
- ELPAC annual monitoring of student progress
- Quarterly goal setting with next steps for EL students embedded
- Student goal setting with EL student check ins by teacher
- **Parent translation and oral communication in Spanish**

**Owner(s):**

**Individual Teachers, PLC/ACs** - Visiting classrooms (virtually and physically), utilizing the school wide adopted progress monitoring tool to determine and support strategies and instructional planning for student achievement and student learning, implementing next steps.

**Administrators** - Visiting classrooms (virtually and physically), utilizing the school wide adopted progress monitoring tool and district wide monitoring and planning tools to determine and support school wide trends and next steps for teacher/staff professional learning, student achievement and student learning

**Owner(s):**

**Individual Teachers**- Planning and implementing 90 minutes of daily Tier 1 instruction

**Paraprofessionals** (assigned classrooms & target students only): Supporting classroom under direction/guidance of the teacher.

**Owner(s):**

Teachers: Site decision to purchase a schoolwide site license to use Generation Genius (K-6th) or Mystery Science (K-5)

**Timeline:**

**Teachers, PLCs, PLC/ACs** - Monthly, Quarterly

**Administrators** - Daily, Weekly

**Timeline:**

Teachers - Daily

Paraprofessionals - Daily

**Timeline:**

Monthly

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

- Priority tutoring services for sub groups.
- Enhanced services and identifying target student groups **in progress monitoring**

### Action 3

**Title:** EL/RFEP Status Students

[Action Details:](#)

**Goal:**

By May 1, 2022 students with EL and RFEP status will maintain their grade level proficiency status or improve their level of proficiency by a minimum of 1 grade level band as measured by site, district, and state assessment.

**EL students:** Progress monitoring to redesignation

**RFEP students:** Progress monitoring quarterly for 4 years after redesignation

**Assessments used:** By unit/chapter throughout the year: Common Formative Assessment (PK-6th-PLC/AC created/adopted); ELA & Math District Wide Intervention: ELA & Math iReady (K-6th-school site), Annual Progress Monitoring: SBAC (3rd-6th-annual at the state level); ELPAC (PK-6th-annual at the state level). IAB/FIABs (3rd-6th grade); grades (2nd-6th) and effort (PK-2nd).

**Tier 1:** Teachers and support staff will implement high quality standards based instruction that integrates ELD standards utilizing district adopted primary resources in all content areas. Grade level PLC/ACs will define their Guaranteed and Viable ELA & Math Curriculum(s) assessment calendar. Based on student progress in grade level curriculum, teachers and support staff will plan and implement targeted instruction for students with the status of EL and RFEP.

**Tier 2:** (In addition/ concurrent to Tier 1) we will implement Tier 2: Vinland will implement quarterly goal setting student chats/ student meetings with individual EL & RFEP students who will be assigned to a teacher, administrator, or the Home School Liaison to monitor their progress. Teachers will plan and implement designated and integrated ELD instruction.

**Tier 3:** Students identified in the status of Long Term English Learners (LTEL) will be provided opportunities for EL support through supplemental resources such as Rosetta Stone, EL Imagine Learning, etc.

**Current reality:**

Redesignation rate

- 2020-2021- 1.6%
- 2019-2020- 9.2%
- 2018-2019- 23.2%

<b>Reasoning for using this action:</b>	<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input checked="" 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](#)

Prior to ELPAC, having students in EL status taking boot camp trainings throughout the year.

Purchasing practice materials for the boot camp (funding).

[Owner\(s\):](#)

Teachers - interested teachers can facilitate the boot camp

Administration - facilitation of boot camps

[Timeline:](#)

Quarterly

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

Identify performance levels of individual students of English Learner (EL) and RFEP status quarterly.

Provide data to identify levels of all students identified as EL or 4 years of RFEP.  
Use this data to strategically plan for students with a status of EL during integrated and designated ELD. Provide additional supports for students with an RFEP status.

Share with students their current status in EL. For students of EL and RFEP status share their current student achievement criteria and their progress. Conduct student goal setting meetings quarterly.

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

Provide designated and integrated ELD instruction and progress monitor.

**Assessment:** teacher observation, ELA & Math Common Formative Assessments (PK-6th-school site), IABs/FIABs (3rd-6th); iReady

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

Provide assessment of progress through the use of **Common Formative Assessments:** PK-6th-PLC/AC created/adopted; IABs/FIABs 3rd-6th, teacher observation, ELPAC

Grade level created / adopted. Pre and post assessment and progress monitoring assessments.

**Owner(s):**

- Individual Teachers
- Principal
- Vice Principal
- HSL/RCA

**Timeline:**

Quarterly

**Owner(s):**

**Individual Teachers** - provide designated and integrated ELD for students of EL status. Teachers assess, monitoring class and grade level results; teachers update students, parents, and administration on the progress of the students in EL status.

**Teachers/ Principal/ Vice Principal/ HSL/ RCA:**  
Provide students of EL status data chats quarterly

**Timeline:**

Daily integrated and designated instruction

Quarterly data chats

**Owner(s):**

**Individual Teachers** - administer pre and post assessments; plan schedule for students to have grade level Tier 1 standards based intervention in ELA & Math; planning with ELA/ELD standards for students with EL status, students with teacher support set goals and progress monitor weekly practice; teachers use assessment data to determine needs for individual students.

**Principal /Vice Principal** - Teachers provide class and grade level results to administration; teachers update administration on the progress monitoring of their student and grade level CFAs to share across grade levels for school wide supports and initiatives; administration support resources for teacher professional learning regarding ELA & Math evidenced based best practices & district; meet with PLCs and committees about student results/ next steps.

**Timeline:**

By unit/chapter throughout the year.

**ELPAC Assessors:** ELPAC support



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

**Reflection and planning by Individual Teachers and Professional Learning Communities** (grade level/department PLC/ ACs, site based PLCs, school based committees)for students with EL status.

**Data: Teachers, PLC, PLC/ACs** Data shared via artifacts (meeting agendas, student and grade level artifacts, school wide monitoring tools, and grades).

**Goal Setting-** Set goals based on,

1. CFAs
2. RtI
3. iReady
4. IABs/FIABs (3rd-6th grade)
5. Student Observation

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

Class observations, formal/ informal (virtual and physical), to observe students of EL status progress and teacher instructional strategies with students of EL status

**Data:** School wide adopted progress monitoring tool to determine and support the progress of targeted student groups (IPG, etc).

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

**A baseline of 45 minutes of designated EL daily Tier 1 instructional support with teacher.**

**Data:** School wide adopted progress monitoring tool to determine and support the progress of students of EL status

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

4 years of progress monitoring and targeted support for students with a RFEP status.

Targeted instructional support for students of RFEP status

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

Students identified in the status of Long Term English Learners (LTEL) will be provided opportunities for EL support through supplemental resources such as Rosetta Stone, EL Imagine Learning, etc.

**Owner(s):**

**Individual Teachers, PLCs, PLC/ACs** - Use multiple measures of data analysis to reflect, plan, assess, and initiate instruction for students of EL status. Progress monitored and shared via artifacts (meeting agendas, student and grade level artifacts, school wide monitoring tools, and grades).Prepare materials for quarterly data chats.

**Principal /Vice Principal** - Participate in PLC/AC meetings; review artifacts and provide opportunities for teacher and school wide PL support the progress of students of EL status.

**Owner(s):**

**Teachers, PLC/ACs** - Visiting classrooms (virtually and physically), utilizing the school wide adopted progress monitoring tool to determine support strategies and instructional planning for student of EL status achievement.

**Administrators** - Visiting classrooms (virtually and physically), utilizing the school wide adopted progress monitoring tool and district wide monitoring and planning tools to determine and support school wide trends and next steps for teacher/staff professional learning, student of EL status achievement and progress

**Owner(s):**

Teachers

**Owner(s):**

Teachers

**Owner(s):**

Teachers  
Paraprofessionals

**Timeline:**

By unit/chapter throughout the year.

**Timeline:**

**Teachers, PLCs, PLC/ACs** - Monthly, Quarterly

**Administrators** - Daily, Weekly

**Timeline:**

Weekly

**Timeline:**

Quarterly

**Timeline:**

Weekly

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

Refer to the Vinland SPSARP 510/520 report for detailed information.

[Specify enhanced services for EL students:](#)

- Supplemental contracts for staff to provide EL tutoring before and after school with materials and supplies (paper, pencils, books, etc)
- Designated and Integrated EL support and EL progress monitoring by teachers
- ELPAC annual monitoring of student progress
- Quarterly goal setting with next steps for EL students embedded
- Student goal setting with EL student check ins by teacher
- Students in 2 years or less of RFEP status will have targeted goal setting meetings and celebration of their achievements
- **Parent translation and oral communication in Spanish**

[Specify enhanced services for low-performing student groups:](#)

- Students identified in the status of Long Term English Learners (LTEL) will be provided opportunities for EL support through supplemental resources such as Rosetta Stone, EL Imagine Learning, etc
- Goal setting meetings

# 2021-2022 SPSA Budget Goal Subtotal

## State/Federal Dept 0470 Vinland 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-Supp			Instruction - Certificated supplemental contracts to tutor students in content areas including ELA, Math & Science. Also supports G1A2: Math/ Science, G1A3: EL/RFEP, G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community. Base = \$3,000. Benefits = \$593. Total = \$3,593 ** NO IEPS **	3,593.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Sup			Instruction Aide supplemental contracts to tutor students in ELA, Math and Science. Supports G1A1: ELA; G1A2: Math/ Science, G1A3: EL./RFEP Base=\$238. Benefits = \$64. Total = \$302	302.00
G1A1	Title 1 Basic	Instruction	Oth Cls-Supp			Other classified supplemental- Supplemental contract classified to provide tutoring and school support after or before their duty time commitments in content areas. Base= \$950 Benefits=\$255 Total =\$1205	1,205.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: GE and SpEd - Purchasing additional workbooks or books for programs for teachers to instruct and students to practice. New from 20-21. Also supports G1A2 and G1A3	4,851.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Unit 3010- Object 4300: Materials and Supplies- Materials and supplies to support virtual and physical instruction (markers/ pens/pencils, chart paper, whiteboards, composition books, erasers, headphones, earbuds, paper, crayons, post its, art supplies, student classroom supplies, mic, stands, ). Supports G1A1: ELA; G1A2: Math/ Science, G1A3: EL/RFEP, G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community. ** NO FOOD OR INCENTIVES **	4,688.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation : Sub agreements- California Teaching Fellows Foundation-Instruction Sub-agreements - 4 Teaching Fellows to support student small group, 1-on-1 support, whole group in ELA/ Math while teacher works with a combination of students. Split funded between unit 7090 and 3010	13,747.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Unit 7090 Materials and Supplies. To support virtual and physical	5,703.00

# 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0470 Vinland Elementary (Locked)

## G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1		Instruction	Mat & Supp			instruction (markers/ pens/pencils, chart paper, whiteboards, composition books, erasers, headphones, earbuds, paper, crayons, post its, art supplies, student classroom supplies). PO for lamination supplies and poster maker film. Materials and Supplies- School wide recognition of student efforts, increase, proficiency achievement, etc. Includes food, drinks, decorations, supplies. Academic, Social Emotional, and EL/ Redesignation achievement and improvement recognition. Includes food, drinks, decorations, supplies. May include but not limited to: purchase orders to GW, Office Depot, Positive Promotions, and P.O.s to alternate stores. Materials and Supplies - to support the use of technology for instruction, such as printing supplies, copy paper, ink, cables, cords, wiring, replacement bulbs, computers/tablets, storage devices, headphones, earphones, talking devices, aukeys, webcams. Materials and Supplies - to support instruction (markers, pens/ pencils, chart paper, whiteboards, compositions books, erasers, headphones, earbuds, paper, crayons, post its, art supplies, student classroom supplies). Materials and Supplies- Academic and Social Emotional Achievement, and EL/ Redesignation. Includes food, drinks, decorations, supplies. May include but not limited to: Purchase orders to GW, Office Depot, Lakeshore, Oriental Trading Company and other receipts/ POs to alternate stores. G1A1: ELA; G1A2: Math/ Science, G1A3: EL/RFEP, G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community	5,703.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Unit 7090- Object 4400: Non Capitalized Equipment: New Purchase/ Repair/ Updates: computers/ tablets, computer/tablet carts, computer/tablet bags, computer/ tablet cords, computer/tablet wiring, classroom and virtual technology functions (screens, monitors, webcams, aukeys, wiring and cables, microphones, speakers, television screens), furniture (alternative/ flexible seating, classroom furniture), cameras, projectors, projector wiring and cords, SMART board updates and annual maintenance, smart board wiring/ cords/ erasers/ pens,	7,000.00



# 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0470 Vinland Elementary (Locked)

## G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1		Instruction	Nc-Equipment			document cameras, document camera repair/ wires/ cords, ebeams, ebeam cords/wiring/ repair. School wide recognition of student efforts, increase, proficiency achievement. Also supports G1A2: Math/ Science, G1A3: EL/RFEP, G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community, G4A1: Recruit & Retain diverse staff reflecting community	7,000.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation : Sub agreements- California Teaching Fellows Foundation-Instruction Sub-agreements - 4 Teaching Fellows to support student small group, 1-on-1 support, whole group in ELA/ Math while teacher works with a combination of students. Split funded between unit 7090 and 3010	37,354.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies- EL material and supplies for student incentives, purchase orders for medals, certificates, food, study trips. Also Initiatives - Actions to improve school climate and culture, attendance, and social/ emotional needs of EL students. Supports G1A1:ELA, G1A2: Math/ Science	1,741.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Instruction - Non Capitalized Equipment- New Purchase/ Repair/ Updates: computers/tablets, computer/tablet carts, computer/tablet bags, computer/ tablet cords, computer/tablet wiring, classroom and virtual technology functions (screens, monitors, wiring and cables, microphones, speakers, webcams, television screens), furniture (alternative/ flexible seating, classroom furniture), cameras, projectors, projector wiring and cords, SMART board updates and annual maintenance, smart board wiring/ cords/ erasers/ pens, document cameras, document camera repair/ wires/ cords, ebeams, ebeam cords/wiring/ repair. Supports G1A1:ELA, G1A2: Math/ Science, G3A1: Student Engagement in School and Community,	500.00
G1A1	One-Time School	Instruction	Mat & Supp			: Materials and supplies for student instruction. 3a Materials and Supplies-To support virtual and physical instruction (markers/ pens/pencils, chart paper, whiteboards, composition books, erasers,	9,860.00

# 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0470 Vinland Elementary (Locked)

## G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1		Instruction	Mat & Supp			headphones, earbuds, paper, crayons, post its, art supplies, student classroom supplies). PO for lamination supplies and poster maker film. Materials and Supplies- School wide recognition of student efforts, increase, proficiency achievement, etc. Includes food, drinks, decorations, supplies. Academic, Social Emotional, and EL/ Redesignation achievement and improvement recognition. Includes food, drinks, decorations, supplies. May include but not limited to: purchase orders to Save Mart and P.O.s to alternate stores. Materials and Supplies - to support the use of technology for instruction, such as printing supplies, copy paper, ink, cables, cords, wiring, replacement bulbs, computers/tablets, storage, aukeys, webcams, devices, headphones, earphones, talking devices. Materials and Supplies - to support instruction (markers, pens/pencils, chart paper, whiteboards, compositions books, erasers, headphones, earbuds, paper, crayons, post its, art supplies, student classroom supplies). Materials and Supplies- Academic and Social Emotional Achievement, and EL/ Redesignation. Includes food, drinks, decorations, supplies. May include but not limited to: Purchase orders to GW, Office Depot, Lakeshore, Oriental Trading Company and other receipts/ POs to alternate stores. G1A1: ELA; G1A2: Math/ Science, G3A1	9,860.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Non Capitalized Equipment- New Purchase/ Repair/ Updates: computers/tablets, computer/tablet carts, computer/tablet bags, computer/ tablet cords, computer/tablet wiring, classroom and virtual technology functions (screens, monitors, wiring and cables, microphones, speakers, television screens), furniture (alternative/ flexible seating, classroom furniture), cameras, projectors, projector wiring and cords, aukeys, SMART board updates and annual maintenance, smart board wiring/ cords/ erasers/ pens, document. webcams/cameras, document camera repair/ wires/ cords, ebeam cords/wiring/ repair. Also supports G1A1: ELA, G1A3: EL/RFEP, G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community.	3,276.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental - Personnel -	1,437.00

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0470 Vinland Elementary (Locked)

### G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A2		Instruction	Teacher-Supp			Instruction - Supplemental contract to plan lessons, complete grading, or meet with parents. Support alternate classrooms for certificated and classified personnel that are on leave (maternity/paternity, duty modification, transfer) Supplemental for teachers to have afterschool clubs for academic and/or social or emotional clubs. Also supports G1A1: ELA, G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community. Base =\$1,200. Benefits = \$237. Total = \$1,437	1,437.00
G1A2	One-Time School	Instruction	Nc-Equipment			: Materials and Supplies - to support the use of technology for instruction, such as cables, cords, wiring, replacement bulbs, computers/tablets, storage devices, headphones, earphones, talking devices, aukeys, webcams, printers, science material refills. G1A1: ELA; G1A2: Math/ Science,	9,000.00
G1A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.1875	Classified Support- Attendance and Social Work Services- Home School Liaison - Spanish. Home School Liaison (3.5 hours) - Spanish. In addition to tasks outlined in the FUSD Home School Liaison Job Description, organizes/ facilitates parent meetings that include EL parents (parent university classes, PBS classes, School Smarts, volunteer recognition, translation services, quarterly data chats with EL and targeted students, home visits, attendance and truancy parent support. * Supports all Goals/Actions*	6,621.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Instruction - ELPAC Assessors for EL Students. 1,000.00 Supports G1A3:EL/RFEP.	999.00
G1A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.2500	Classified Support- Attendance and Social Work Services- Home School Liaison - Spanish. Home School Liaison (3.5 hours) - Spanish. In addition to tasks outlined in the FUSD Home School Liaison Job Description, organizes/ facilitates parent meetings that include EL parents (parent university classes, PBS classes, School Smarts, volunteer recognition, translation services, quarterly data chats with EL and targeted students, home visits, attendance and truancy parent support. * Supports all Goals/Actions*	8,829.00

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0470 Vinland Elementary (Locked)

**\$120,706.00**

**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	85 %

**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**

College and Career Readiness experiences College and Career office pays for each grade levels experiences in the areas of STEM education, Career Readiness Tours, and Community College Tours. This year due to the pandemic tours were not done. All physical field trips were cancelled. School wide, 6% of our students participated in Goal 2 experiences which does not accurately reflect participation throughout all grade levels.

**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**

Some classrooms participated in Goal 2 virtual trips, but participation was not consistent for all students in all grades so not all students had access to these opportunities.

BSU club began for students; however, not all students that were invited to participate attended consistently.

**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 pandemic made it difficult to utilize all of our resources for students in all intended areas. Participation was disproportionate based on grade level. This may be due to difficulties with technology access, especially in grades K-2 or attendance in grades 3-6.

**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.

1. Revise procedures for accurate documentation of engagements.
2. Full implementation of all goal 2 activities with access available to all student groups.

**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:**

Communication with teachers and parents through various communication tools. (Class Dojo, Facebook, Peach Jar, School Messenger)

Cultural Week to celebrate various cultures at Vinland.

Instructional Materials and supplies

ELPAC supports for English Learners

Home School Liaison/RCA/ CWAS- Tier 2

**2 ELAC:**

Provide a reading club to emphasize the importance of reading

Continue to provide parent education to all parents about the importance of attendance and parent participation.

Continue to use Class Dojo and Facebook as a school wide communication platform.

Instructional Materials (books, curriculum, paper, technology).

SEL Supports

**3 Staff:**

Student recognition awards

Communication with teachers and parents through various communication tools (Class Dojo, Facebook)

Instructional Materials and supplies

Goal 2 activities

SEL Supports/Counseling support

Teaching Fellows to support student learning

Site licenses to support science and EL students

Student leadership and student involvement

Tutoring for students

### Action 1

**Title:** Student Centered/ Real World Learning

[Action Details:](#)

By June 2022, Vinland Elementary will maintain student participation in student centered experiences and real world learning experiences.

**Student centered experiences:**

**Academic:** All students will **goal set** and have an opportunity to monitor their academic progress for student success quarterly. May also include social and emotional goal setting.(Reason A)

**Social and Emotional:** Baseline clarity of site systems and structures. Students will participate in **morning meetings/class meetings and Second Step** for social awareness and emotional learning opportunities throughout the year. Students will have quarterly presentations of site expectations: school wide rules, Guidelines for Success (GFS), student handbook, dress code. digital citizenship. (Reason B)

**Real world learning experiences:**

**Academic:** All students will have an opportunity to participate in student centered and real world learning experiences (on site, off site, virtually). Students will have an opportunity to participate in arts, activities, and athletics as monitored by ATLAS engagements, sign in sheets, and community involvement counts.(Reason C)

**Social and Emotional:** Certificated and classified opportunity to facilitate and lead before, during and after school clubs for students. School wide student leadership and class representatives to encourage student voice in site decision making. Students will be exposed to mentors, guest speakers, readers, and influential community job occupations and community members. 4th-6th grade will have opportunities to learn about middle school and high school opportunities in alignment to magnet/choice schools.(Reason D)

**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**

**(Reason C)**

**Academic:** All students will have an opportunity to participate in student centered and real world learning experiences (on site, off site, virtually). Students will have opportunity to participate in arts, activities, and athletics as monitored by ATLAS engagements, sign in sheets, and community involvement counts.

Monitor student involvement:

- GOAL 2 – ATLAS Engagement data online

Monitor student/ staff/ parent involvement

- Responses on School Climate Surveys for students/ staff/ parents

Monitor parent/ student involvement opportunities:

- Parent/student attendance (documented through sign-in sheets) throughout the school year:
  - Back to School Night
  - Open House
  - Parent Conferences
  - ELAC/SSC attendance/agendas/minutes
  - Parent Coffee
  - Parent University Courses
  - Family Engagement Events
  - Student Performances/ Student Events
  - Awards Assemblies
  - Student and parent events/activities
  - Virtual event sign ins
  - Study Trips
  - School student clubs

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

**(Reason C):** Goal 2 data - athletics, arts, activities will be entered in the ATLAS Engagement link and shared with staff quarterly.

**Owner(s):**

- Teachers- planning and/or participating in student centered and real world learning experiences
- Administration- progress monitoring of ATLAS, sign ins, documents of verification of events
- HSL- sign ins/ documentation
- Office Manager- transportation

**Timeline:**

- Ongoing beginning first day of school and continues through June 2022.
- Quarterly review of student engagement data

**Owner(s):**

- Co-Admin (Vice Principal)
- Teacher Support Personnel leading Goal 2 Engagements

**Timeline:**

Quarterly

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

- Goal 2 Engagements on ATLAS, sign in sheets, rosters, Attendance counts for school event participation in clubs and activities
  - Awards Assemblies (Quarterly)
  - Character Counts
  - WOW Awards
  - Caught Being Good
  - Golden Tickets
  - Red Ribbon Week
  - Book Fair
  - Student of the Month (SOM) Awards and recognition
  - School arts/athletics and activities
  - Pastries with Parents
  - Science/ Math/Reading Nights
  - Bingo Nights
  - Winter and Spring Programs
  - Career Day 4th-6th grade
  - Study trips
  - Sports and athletics
  - Art (Music/Dance/Drama)
  - Talent Show
  - After school clubs (Coding, Girl Power)
  - Mentoring/Tutoring (Tuesday Tutors, Homework Club, math mentors/tutors, etc.)
  - Club Vinland
  - Student before and afterschool activities

Sign in sheets for Back to School Nights, Open House, Parent Conferences, will be turned in to administration for data collection. ELAC, SSC, and Parent Coffee meeting agendas/sign in sheets/ and minutes will be collected by the HSL and archived on site and digitally. All site based events (awards ceremonies, student performances, and events) will have informal data to determine attendance)

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

**(Reason B):** Supplemental contracts for arts/activities and athletics

Owner(s):

- Teachers
- Paraprofessionals
- Librarian
- Classified Staff
- Mentors
- Administrators

Timeline:

- Weekly
- Monthly
- Quarterly

Owner(s):

Individual Teachers  
Classified  
Administration: Create contracts and monitor attendance and participation

Timeline:

Monthly

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

**(Reason A):** School wide academic **student goal setting**. May also include social and emotional goal setting.

Owner(s):

Teachers  
Support Staff (RCA/HSL with targeted groups)  
Administrators (with targeted groups)

Timeline:

Quarterly

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

**(Reason B): Social and Emotional:** Baseline clarity of site systems and structures. Students will participate in **morning meetings/class meetings and Second Step** for social awareness and emotional learning opportunities throughout the year. Students will have quarterly presentations of site expectations: school wide rules, Guidelines for Success (GFS), student handbook, dress code, digital citizenship

Data: ATLAS Portfolio Entries; TST Minutes/Agenda

All PK-6th grade students will learn and review digital citizenship, as evidenced by the Acceptable Use Policy and school wide focus on developing digitally literate citizens.

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

**(Reason D): Social and Emotional:** Certificated, classified and administrative opportunity to facilitate and lead before, during and after school clubs for students and targeted groups.

1. School wide student leadership and class representatives to encourage student voice in site decision making.
2. Students will be exposed to mentors, guest speakers, readers, and influential community job occupations and community members.
3. 4th-6th grade will have opportunities to learn about middle school and high school opportunities in alignment to magnet/choice schools.
4. Student clubs: School Leadership, Music, YMOC, Girl Power, BSU. Coding, Science, Club Vinland, etc

**Owner(s):**

Teachers: Morning meetings/ class meetings

Climate Culture Team, Staff, Admin: School Wide Rules; GFS, student handbook, dress code, digital citizenship

SSC: Review of Dress Code Annually

**Owner(s):**

Certificated

Classified

Administrative

**Timeline:**

**Weekly:** morning meetings and class meetings

**Minimum Quarterly:** Review of School Wide Rules; GFS, student handbook, dress code, digital citizenship

**Timeline:**

Monthly

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

---

**Goal:** Teaching 100% of students about character traits with the school wide character trait monthly focus.

Minimum of 80% of individual classroom students will have positive behavior goals and monitor their proficiency in the character traits.

**Data:**

- Individual **class schedules** reflecting the time and day of the weekly Class Meetings/Morning Meetings/ Second Step Meetings
- **Informal class visits and feedback** on Class Meetings/Morning Meetings/ Second Step Meetings with a monitoring tool (Climate and Culture Team)
- **Effort** grades on progress reports and report cards
- ATLAS entries

**Owner(s):**

---

**Individual teachers:** Facilitating Class Meetings/Morning Meetings/ Second Step Lessons weekly. Discussing the character trait with class. Establishing how the students who exhibit the character trait will receive appropriate monthly recognition. Linking and aligning Second Step lessons to support appropriate needs of class in demonstrating competency in the character trait.

**Administration:** Creating and posting the Monthly parent newsletter/virtual media recognition of students who are recognized. School messengers to promote the monthly trait. Morning announcement.

**Supporting Staff RCA/HSL:** Support staff to coordinate and set up the Students of the Month venue/location and provide materials to teachers for the student of the month. Photographs taken monthly will be in a location supervised by the supporting staff. Supporting staff will have a school wide recognition medium of students (virtual/physical).

**Student Council:** Facilitate a portion of the morning announcement weekly. Share the character trait focus and highlight/ recognize students.

**Timeline:**

---

**Individual Teachers:**

**Weekly:** class/morning/second step meetings;  
**Monthly:** recognition of student(s)/character trait (Students of the Month)

**Administration:**

Weekly: School messenger

Monthly: Virtual/social media recognition awards, events; facilitate Student of the Month event

**Support Staff:**

**Monthly:** Coordinate Students of the Month event; supervise students for Students of the Month pictures; provide teachers with materials for Students of the Month; share Students of the Month and character trait information virtually/ physically.

**Student Council every Friday:** Create the Monday Morning Message and any weekly messages that include the character trait monthly focus.

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

---

Refer to the Vinland SPSARP 510/520 report for detailed information.

**Specify enhanced services for EL students:**

---

- EL communication in home language.

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

---

- Variety of school events that are free/reduced cost
- Uniforms for sports provided by school
- Materials and supplies for participation provided by school (Awards, Certificates, incentives, sport uniforms, club materials and supplies)

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0470 Vinland Elementary (Locked)

### G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance- Instruction - updates, repairs and maintenance to technology.. Supports G1A1: ELA; G1A2: Math/Science. G1A3: EL/RFEP	3,000.00

**\$3,000.00**

**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		25.62 %	2020-2021	23.62 %
Suspensions students with 1 or more		0.17 %	2020-2021	0.17 %
Chronic Absenteeism (African American)		33.33 %	2020-2021	31.33 %
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**

Chronic and severely chronic absenteeism rate is 25.62% for the 2020-2021 school year. The chronic absenteeism rate for both chronic and severely chronic for 2019-2020 was 25.5%. The chronic absenteeism rate for both chronic and severely chronic for 2018-2019 was 18.26%.

Overall Vinland had an increase in absenteeism. This is due to moving to a virtual model and all students needing access to technology and wifi. Technology team that included office staff, library media technician, RCA, CWAS Tier-2 and HSL was used to support families to provide both phone and in person support with technology while following all COVID safety guidelines.

**Qualitative:**

Virtual Awards assemblies, phone calls home from teachers, teacher incentives, school wide incentives, student of the month, CWAS- Tier II and RCA supporting families with chronic and severely chronic attendance through home visits, small group/one on one interventions, and student check ins.

**Student Survey:** 74% of students stated that community building activities are good experiences for them. This is an increase of 4% from the Fall 2020 survey. 82% of students feel that they belong to the school.

**Chronic Absenteeism (African American)**

Chronic Absenteeism: 33.33% of students that are African American are either at the chronic or severely chronic attendance rate.

**Tier 2 Supports:**

**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**

Chronic and severely chronic absenteeism rate is 25.62% for the 2020-2021 school year. The chronic absenteeism rate for both chronic and severely chronic for 2019-2020 was 25.5%. The chronic absenteeism rate for both chronic and severely chronic for 2018-2019 was 18.26%.

**Chronic Absenteeism (African American)**

Chronic Absenteeism: 33.33% of students that are African American are either at the chronic or severely chronic attendance rate.

**Key factors that contributed to the disproportionality:**

Attendance rate- increase in Chronic Absenteeism rate from 25.62% in the 2020-21 school year to 25.5% in the 2019-2020 school year.

Attendance rate-students not staying for all class sessions daily.

Not all students had the appropriate technology needed to start school. Issues with technology, tablets, chargers, and access to wifi.

**Tier 2 Supports:**

TST team referrals increased and counseling services were offered to support; however, some families declined support in part due to teletherapy model offered during online learning and the inability to offer in person support.

**Suspensions students with 1 or more**



Targeted Support Team referrals increased and counseling services and tier 2 support services were offered to support students based on need. Students received support from RCA and CWAS Tier 2 with small group and one on one check ins to support with attendance and engagement. HSL, RCA, and CWAS-Tier 2 made phone calls to parents to support with technology. Home visits were conducted to support with both attendance and technology. Attendance protocol for phone calls and documentation for home visits was created in order to streamline the process for supporting all families and offering support services in a timely manner.

**Suspensions students with 1 or more**

Due to online learning, Vinland only had one suspension (0.17%) during the 2020-2021 school year. During the 2019-2020 school year the suspension rate was 14.03% and during the 2018-2019 school year the suspension rate was 15.42%.

**Suspensions students with 1 or more (African American)**

Due to online learning, Vinland only had one suspension (0.17%) during the 2020-2021 school year. During the 2019-2020 school year the suspension rate was 14.03% and during the 2018-2019 school year the suspension rate was 15.42%.

Due to the online learning model 20-21 data does not accurately reflect suspension rate in all subgroups.

**Suspensions students with 1 or more (African American)**

Due to the online learning model 20-21 data does not accurately reflect suspension rate in all subgroups including the African American subgroup.

**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.**

1. Unable to implement physical awards and recognition ceremonies for students. Students were unable to participate in athletics in person.
2. Unable to have Hawks Nest and alternative recess spots physically.
3. Implementation of Virtual Hangouts for staff monthly to increase social awareness and positive connections for staff.
4. Unable to implement Wow Awards, Golden Tickets for Lines, Club Vinland, Pastries with Parents, Winter and Spring Programs for students, Talent Show, Tuesday Tutors, Homework Club, Sports and Athletics, field trips, Young Men of Character/Girl Power, Bingo Night, and movie night.

**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.**

1. Continue to offer support with class meetings, morning meetings, and community meeting opportunities.
2. Climate and Culture Team offering a variety of training for SEL learning to teachers and staff.
3. RCA and HSL to continue to support students as well as CWAS Tier 2 to support students both social/emotional needs and attendance needs.

**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:**

Communication with teachers and parents through various communication tools. (Class Dojo, Facebook, Peach Jar, School Messenger)

Cultural Week to celebrate various cultures at Vinland.

Instructional Materials and supplies

ELPAC supports for English Learners

Home School Liaison/RCA/ CWAS- Tier 2

**2 ELAC:**

Provide a reading club to emphasize the importance of reading

Continue to provide parent education to English Learner parents about the importance of attendance and parent participation.

Continue to use Class Dojo and Facebook as a school wide communication platform.

Instructional Materials (books, curriculum, paper, technology).

**3 Staff:**

Student recognition awards

Communication with teachers and parents through various communication tools (Class Dojo, Facebook)

Instructional Materials and supplies

SEL Supports/Counseling support

Teaching Fellows to support student learning

Site licenses to support science and EL students

Student leadership and student involvement

Tutoring for students

**Action 1**

**Title:** Student Engagement in School and Community

**Action Details:**

Action A: By June 2022 Vinland will maintain and increase the **Culture of Learning** (Tenet 1) and **Student Ownership** (Tenet 2) in virtual and physical classrooms to at least 80% as measured by site planning tools (Instructional Practice Guide, school wide focus), annual district surveys (parent/staff/student), Power BI, ATLAS entries, and grades.

Acton B: By June 2022 Vinland will maintain and increase the **Sense of Belonging** on campus by students, staff, and parents, to 70% by

- increasing to a minimum 70% positive caring relationships between staff to student, student to student, student to staff, parent to staff, and staff to parent through Class/Morning meetings, Second Step, staff/student/parent connections a minimum of 1 time per week. All classrooms will participate in Class or Morning Meetings and Second Step lessons at least 1 time per week and have the meetings posted on classroom daily schedules.
- increasing clarity of school wide systems and structures about the benefits of low absenteeism, truancy, and suspension in partnership with individual teachers, CCT, TST as evidenced in teachers classrooms and communication to parents, school website, school wide social media, and campus.
- increase impact of positive school culture with academic achievement/improvement awards/recognition in academics/arts/ athletics/activities.
- increase social awareness with school wide events (alternate recess, lunch time sports, during/after school events, family events, staff events, school spirit).

**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

Maintain and increase **Culture of Learning (Tenet 1) and Student Ownership (Tenet 3)** to evidence 80% to 100% positive observation in virtual and physical classrooms.

**Data:** Teacher planning and feedback via the Instructional Practice Guide (IPG), grades, teacher planning, TST agendas, Power BI/ ATLAS entries, student surveys, admin and staff class walkthroughs.

Annual Surveys

- parent
- staff
- student

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

**Goal:** Implement school wide Behavioral Systems for Tier 1, 2, and 3 to increase clarity of expectations and provide systematic social and emotional supports (including attendance/ truancy/ suspension/ and social/emotional

**Data:**

- **Individual teachers:** Class schedules and school/class rules posted. Grade level plans, teacher referrals and recommendations
- **Targeted Support Team (Tier 2 intervention specialist, RCA, psychologist, RSP teacher, counselor, admin)** monitoring by agendas, minutes, data collection. Team will review students recommended for supports and progress monitor students who received supports
- **Effort grades and grades**
- **ATLAS and Power BI data**

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

**Goal:**

System for providing counseling supports (SPSA: Family Foundations, Resource Counseling Assistant) + Psychologist and Child Welfare and Attendance Specialist(not site funded) shared with staff and utilized in a systematic procedure through a Universal Screener.

**Data:**

TST agendas  
ATLAS Data  
Power BI data

**Owner(s):**

- Individual Teachers
- staff working directly with students in classrooms settings
- Instructional Leadership Team & Climate and Culture Team, Targeted Support Team
- Students - Self monitoring
- Administrators- Class visit monitoring and feedback, committee discussion.

**Timeline:**

- Individual Teachers and staff working with students: Daily
- CCT, ILT, TST: Monthly
- Students: Self monitoring, daily
- Admin: Daily

**Owner(s):**

- **Individual teachers** will implement and communicate class structures and systems to students,parents/guardians, applicable support staff, and administration. Teachers will instruct students in appropriate behaviors academically, socially, and emotionally.
- **Targeted Support Team-** meeting minimum monthly to analyze attendance using a Universal screener.
- **Climate and Culture Team:** Posting School wide behavior expectations in common areas; organizing the professional learning for staff with district support as needed; visiting classrooms and common areas for observation/ reflection/ next steps
- Administrators

**Timeline:**

Teachers: Daily  
TST (minimum monthly)  
CCT - monthly  
Administration: Daily

**Owner(s):**

- Counselors: To communicate and collaborate with teachers, as applicable.
- Administrators

**Timeline:**

Monthly

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

Increasing Positive Student Relationships

- Implement classroom structures/ schedules/expectation/ agreements: (class schedule, appropriate physical setting, teacher attention signals, beginning and ending routines, procedures for managing student work, and strategies for getting student to be academically engaged during independent times.)
- Implement student communication avenues via Class Meetings, Second Step lessons, Morning Meetings

as measured by

- Teacher Verification Form
- Teacher Class Schedules Submitted (quarterly)
- Instructional Practice Guide (IPG) -in planning and observation

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

**Goal:** Increase attendance to 95% or higher, decrease truancy, absenteeism and suspensions by 10% monthly.

**Data:**

- Weekly RCA/ CWAS/ HSL reports
- ATLAS data
- Power BI

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

Celebrate students academic achievement & improvement

1. Defined by PLC/ACs and PLC groups on site

Increase impact of positive school culture with academic achievement/improvement awards/recognition in academics/arts/ athletics/activities.

**Data:**

Goal 2 engagements

**Owner(s):**

- Teachers
- Support Staff in classrooms
- Administrators

**Timeline:**

Daily

**Owner(s):**

**Individual Teachers:** Take attendance and turn in doctors notes to the front office. Connect with parents in regards to attendance.

**RCA & HSL (site funded), office aide, CWAS (not site funded):** Team working with administrative support to contact parents to increase attendance. Also to decrease truancy, absenteeism and suspensions.

**Targeted Support Team (TST):** Monitor student attendance/ truancy/ absenteeism/ suspensions  
Administration

**Timeline:**

Daily

**Owner(s):**

- Teachers
- NTAs
- Administrators

**Timeline:**

Quarterly

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

Increase Staff and Community Sense of Belonging through

- Attendance incentives (prizes, recognition, phone calls, etc) to students based on PLC/AC/school criteria. As monitored by ADA rate, suspension/expulsion rate, discipline referral).
- Celebrate PLC/AC and school benchmarks/milestones accomplished
- Character Trait Monthly Focus incentives (certificates, pencils)
- Materials and Supplies for Students of the Month Awards, Luncheon, and Student of the Month recognition (medals, pencils, tables, etc)
- Materials and supplies for student engagement and connectedness (Awards Assemblies (Quarterly), Character Counts, WOW Awards, Caught Being Good, Golden Tickets, Red Ribbon Week, Book Fair, SOM Awards and luncheons, Club Vinland, Pastries with Parents, Science/ Math/ Reading Nights, Bingo Nights, Winter and Spring Programs, Career Day 4th-6th grade, study trips, Sports and athletics, Art (Music/ Dance/ Drama), Talent Show, Clubs (Good News, Young Men of Character, Girl Power, BSU) Mentoring/ Tutoring (Tuesday Tutors, Homework Club, math mentors/tutors, etc.)
- Arts integrated lessons to encourage motivation
- Student Leadership and Class Council (feedback, create signs, assist at school activities and functions)
- Rallies and assemblies to share student videos, communication, and display advertising of school wide Guidelines for Success, rules, behaviors and expectations in common areas and in the classroom
- Club Vinland- school-wide incentive program that promotes attendance and supports students in feeling connected to school
- Movie Night and Dance materials and supplies (decorations, iTunes music, popcorn machine, snow cone machine, ice machine, extra time for CSA, supplemental contracts for certificated and classified staff)

Parents:

- Newsletters
- Home school liaison to communicate with
- Virtual communication
- School messenger
- Parent translation
- Administrative/clerical support (Office House M-F)

Staff:

- Monthly staff events
- Staff recognition
- Staff celebration; PLC/AC celebration

Owner(s):

Staff and Administrative

Timeline:

Monthly

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

Refer to the Vinland SPSARP 510/520 report for detailed information.

Specify enhanced services for EL students:

- ELPAC English Learners
- Spanish Translation in Hawks Nest
- Translation services for parents at meetings

Specify enhanced services for low-performing student groups:

Low cost/ free events for students of need

# 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0470 Vinland 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	Instruction	Bks & Ref			GE and SpEd - Purchasing additional workbooks, digital programs, or books for teachers to instruct and students to practice. Also supports: G1A1, G1A2, G1A3	2,366.00
G3A1	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundations : Guidance and Counseling Services - Sub-agreements for Services - Family Foundations (2 days per week) - Goal 1: Student healing centered access to mental health and wellness services; Goal 2: Teacher and school staff healing centered services and support to cope with healing centered services and situations, Goal 3: Developing a healing centered school wide campus culture. Supports G1A1, G1A2, G1A3, G2A1, G2A2, G3A1	27,540.00
G3A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.8750	Unit 7090 Object 2210 Classified Support - Attendance and Social Work Services-Resource Counseling Assistant (RCA) Targeted Support Team member, Student Tier 1, 2, and 3 support, small group and 1-on-1 student social and emotional learning support teacher and student behavior intervention support, Attendance & Truancy support, quarterly data chats with targeted students, home visits, attendance and truancy, and parent support. Maintains and manages the alternate intervention classroom "Hawks Nest" for student alternate recess for social awareness. G1A1, G1A2, G1A3, G2A1, G4A1, G5A1	53,238.00
G3A1	LCFF: EL	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundations : Guidance and Counseling Services - Sub-agreements for Services - Family Foundations (2 days per week) - Goal 1: Student healing centered access to mental health and wellness services; Goal 2: Teacher and school staff healing centered services and support to cope with healing centered services and situations, Goal 3: Developing a healing centered school wide campus culture. Supports G1A1, G1A2, G1A3, G2A1, G2A2, G3A1	1,720.00
G3A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.1250	Unit 7090 Object 2210 Classified Support - Attendance and Social Work Services-Resource Counseling Assistant (RCA) Targeted Support Team member, Student	7,606.00



## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0470 Vinland Elementary (Locked)

### G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1		Attendance & Social Work Service	Cls Sup-Reg		0.1250	Tier 1, 2, and 3 support, small group and 1-on-1 student social and emotional learning support teacher and student behavior intervention support, Attendance & Truancy support, quarterly data chats with targeted students, home visits, attendance and truancy, and parent support. Maintains and manages the alternate intervention classroom "Hawks Nest" for student alternate recess for social awareness. G1A1, G1A2, G1A3, G2A1, G4A1, G5A1	7,606.00

**\$92,470.00**

**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
Staff Goal - Site Defined		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.

**Staff Goal - Site Defined**

**Staff Survey- Spring 2021: (Sense of Belonging)**

81% of staff stated that the school is a supportive and inviting place to work.

81% of staff stated that adults at the school site treat each other with respect.

The staff rated the sense of belonging area at 81%, which is a decrease. They rated the area that students care about each other at 78%. The use of class meetings and sense of belonging for students increased by 4% from the previous survey in Fall 2020.

**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 Climate and Culture Team has created a monthly connection and engagement activity called Vinland Virtual Hangouts. Participation from staff has been low despite promotion from Climate and Culture Team members to the entire staff.

Weekly principal office hours were set up with staff to drop in. Weekly updates are sent to the entire staff by principal to keep staff connected.

**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.

Cultural Proficiency Training for certificated and classified staff for module 1-3. Not all certificated staff were able to participate in training. Grant through Family Foundations has allowed staff self care workshops to be planned, but they have not begun. Climate and Culture team will need to revisit rubric areas for staff supports due to low participation in virtual hangouts and staff sense of belonging on spring survey.

**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.

1. Cultural Proficiency Training support for all staff.
2. Opportunities for mentoring and support for new staff.
3. Partnership with departments to support recruitment and training.

**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:

Communication with teachers and parents through various communication tools. (Class Dojo, Facebook, Peach Jar, School Messenger)

Cultural Week to celebrate various cultures at Vinland.

Instructional Materials and supplies

ELPAC supports for English Learners

Home School Liaison/RCA/ CWAS- Tier 2

**2** ELAC:

Provide a reading club to emphasize the importance of reading

Continue to provide parent education to English Learner parents about the importance of attendance and parent participation.

Continue to use Class Dojo and Facebook as a school wide communication platform.

Instructional Materials (books, curriculum, paper, technology).

SEL Supports

**3** Staff:

Student recognition awards

Communication with teachers and parents through various communication tools (Class Dojo, Facebook)

Instructional Materials and supplies

SEL Supports/Counseling support

Teaching Fellows to support student learning

Site licenses to support science and EL students

Student leadership and student involvement

Tutoring for students

## Action 1

**Title:** Recruit & Retain diverse staff reflecting community

### Action Details:

#### Tier 1:

**Staff Capacity Building:** Staff Cultural Proficiency Professional Learning and supports with incorporating current primary resource material resources that reflect student community. Teacher and grade level use of supplemental curriculum through site licenses, books, and/or digital supports in connection to primary resources and GVC. Building teacher and supporting staff capacity on culturally responsive teaching strategies and learning. Partnering with vendors, guest speakers, and district personnel to promote culturally responsive pedagogy. Conferences for staff and admin team to attend in diversity and equity when available based on budget.

**Staff Recruitment:** Mentor and recruit through the teacher pathways at FUSD High Schools. Build Connections in FUSD Teacher Development to mentor new recruits or identified certificated and classified candidates. Identify parents/guardians, Every Neighborhood Partners and community groups to volunteer or become open positions on site. Mentoring for all staff who are new to Vinland (classified and certificated).

**Tier 2:** Professional learning and application on developing positive behaviors and practices for students and families that lead to school success and a successful path to graduation.

**Tier 3:** RCA/ CWAS/ meeting with small groups of students to improve social skills. Promoting activities that lead to positive connections to school and staff for students and the community. HSL will work with groups of parents to provide parent education related to the specific needs of our at risk students and our school community.

**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](#)

**Tier 1:**

**Staff Capacity Building:** Staff Cultural Proficiency Professional Learning and supports with incorporating current primary resource material resources that reflect student community. Teacher and grade level use of supplemental curriculum through site licenses, books, and/or digital supports in connection to primary resources and GVC. Building teacher and supporting staff capacity on culturally responsive teaching strategies and learning. Partnering with vendors, guest speakers, and district personnel to promote culturally responsive pedagogy. Conferences for staff and admin team to attend in diversity and equity when available based on budget.

**Owner(s):**

Teachers- Participation and application of Culturally Proficient Pedagogy within classroom

Admin: Securing vendors, guest speakers, conference opportunities

**Timeline:**

Quarterly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

**Tier 1:**

**Staff Recruitment:** Mentor and recruit through the teacher pathways at FUSD High Schools. Build Connections in FUSD Teacher Development to mentor new recruits or identified certificated and classified candidates. Identify parents/guardians, Every Neighborhood Partners and community groups to volunteer or become open positions on site. Mentoring for all staff who are new to Vinland (classified and certificated).

**Owner(s):**

Admin: Working collaboratively with site departments

All staff: Looking for and actively recruiting candidates

**Timeline:**

Monthly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

**Tier 2:** Professional learning and application on developing positive behaviors and practices for students and families that lead to school success and a successful path to graduation. Conferences for staff and admin team to attend in diversity and equity when available based on budget.

**Owner(s):**

Admin: PL organization

Certificated and classified: participation in PL

**Timeline:**

quarterly

Trainings for classified and certificated to join meeting together (subs for class)

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

**Tier 3:** RCA/ CWAS/ meeting with small groups of students to improve social skills. Promoting activities that lead to positive connections to school and staff for students and the community. HSL will work with groups of parents to provide parent education related to the specific needs of our at risk students and our school community.

**Owner(s):**

RCA/CWAS - small group student learning

HSL-parent education and support

**Timeline:**

Monthly

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

Refer to the Vinland RP 510/520 SPSA report.

[Specify Professional Development or Staff Services to support EL students:](#)

EL Boot Camps

EL Data Chats Quarterly

[Specify Professional Development or Staff Services to support low-performing student groups:](#)

Quarterly goal setting with low performing student groups

# 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0470 Vinland 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	Title 1 Basic	Instruction	Teacher-Subs			Instruction - Certificated teacher sub salaries. Certificated time for data chats, goal setting meetings, PLC/AC planning days, class visits, cross school collaboration, collaboration, certificated coaching cycles, planning / observation days, teachers to attend professional learning. Also includes: G1A1:ELA, G1A2: Math/ Science, G1A3: EL/RFEP Base=\$14,100 Benefits = \$2,410. Total = \$16510 ** NO IEPS **	16,510.00
G4A1	Title 1 Basic	Instruction	Ins Aide-Sub			Personnel -Classified Support Substitutes - Sub for classified to receive training and PL (Includes Roving Sub). Supports G4A1: Recruit & Retain diverse staff reflecting community. Base = \$575, Benefits = \$38. Total \$613	613.00
G4A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Certificated Supervisor and Admin Sub - Instructional Supervision & Administration - Administrative Academic & Social and Emotional interim admin for logistics/ structures while site administration have meetings during school day, support at Goal 2 events/study trips, collaborate with certificated and classified in all day training, receive trainings, recieve trainings with staff, observe, participate in absenteeism and suspension/expulsion meetings, conduct data chats, conduct 1-on-1 meetings, and have staff meetings/professional learning away from site. Also supports G1A1:ELA, G1A2: Math/ Science, G1A3: EL/RFEP, G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community. Base = \$8,000. Benefits = \$1,368. Total = \$9,368	9,368.00

**\$26,491.00**

**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
Family Goal - Site Defined		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.

**Family Goal - Site Defined**

Family Survey:

98% of families surveyed feel welcomed at the school site. This had increased by 7% from the 2019-2020 school year.

92% of families surveyed stated that their background or race is valued at the school. This has increased by 3% from the 2019-2020 school year.

**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**

**Key factors that contributed to the disproportionality:**

Attendance rate- chronic and severely chronic absenteeism rate is 25.62% for the 2020-2021 school year. The chronic absenteeism rate for both chronic and severely chronic for 2019-2020 was 25.5%. The chronic absenteeism rate for both chronic and severely chronic for 2018-2019 was 18.26%.

Attendance rate- decrease in good attendance rate status from 58.82 in 2018-2019, 51.99% in 2019-2021 to 49.64 in 2020-2021.

**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.

1. Class Dojo, Vinland Facebook page, and Vinland website used to communicate to the school community in addition to Peach Jar and School Messenger.
2. Cultural week: We implemented a cultural awareness week during quarter 2 with staff and educational videos. We also gave parents the opportunity to participate with art projects. Videos from staff and art projects from families were shared through all school wide communication platforms.

**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.

1. Parent education and training opportunities are needed to support ongoing technology needs for parents 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.

<b>1</b> SSC:	<b>2</b> ELAC:	<b>3</b> Staff:
<p>Communication with teachers and parents through various communication tools. (Class Dojo, Facebook, Peach Jar, School Messenger)</p> <p>Cultural Week to celebrate various cultures at Vinland.</p> <p>Instructional Materials and supplies</p> <p>ELPAC supports for English Learners</p> <p>Home School Liaison/RCA/ CWAS- Tier 2</p>	<p>Provide interpreting opportunities for families</p> <p>Continue and expand cultural week</p> <p>Instructional materials and supplies (books, materials, paper, technology) to support students.</p>	<p>Student recognition awards</p> <p>Communication with teachers and parents through various communication tools (Class Dojo, Facebook)</p> <p>Instructional Materials and supplies</p> <p>SEL Supports/Counseling support</p> <p>Teaching Fellows to support student learning</p> <p>Site licenses to support science and EL students</p> <p>Student leadership and student involvement</p> <p>Tutoring for students</p>

### Action 1

**Title:** Family Engagement in Student Education

[Action Details:](#)

**Tier 1:** All parents will have the opportunity to connect with the school daily via the Microsoft Forms Feedback link. Parents/ guardians have the opportunity to connect with teachers and through the office for support staff/admin. Parents/ guardians can request meetings or information throughout the year. Communication about school wide events will occur via Vinland Class Dojo, School Messenger, Peachjar, Vinland Facebook. throughout the year parents can participate in Back to School Night, SSC, ELAC, Parent Coffee Chats, Open House, student Goal 2 activities in Arts/ Activities/ Athletics, School Club activities, awards celebrations and Educational Centered Parent Meetings and Nights.

All parents / guardians have access to trainings and Information regarding Parent Portal ATLAS, Edu text, grades, at site trainings such as Parent University trainings. All parents will have access to the Vinland Class Dojo, Vinland Facebook, school website, school messenger, Peachjar. All parents will have access interpreters for parent meetings as needed. All parents will have access and be notified of parent surveys to help inform school wide needs. Trainings and information on how to access throughout the year.

**Tier 2:** Parents will be notified of student’s SBAC, ELPAC and iReady test scores with an explanation to what is expected at grade level and what parents can do at home for intervention. Parents will be given information on how students are assessed. Parents will know which goal 2 activities their child is enrolled in and opportunities to engage in other activities. Parents will have opportunities to engage in workshops to train from district and site trainings and other digital resources to support students at home. October/ November parent training will offer school of choice informational meetings and assistance families in completing documents before due dates in December.

**Tier 3:** Parent meetings on attendance will be conducted monthly. Parents will be given opportunities for support for at risk students. HSL/Office Aide/ RCA/ CWAS will contact parents for SART meetings. Vice Principal will oversee the Targeted Support Team and utilize the team to contact manageable students’ parents and encourage good attendance. OA & HSL will contact parents in regards to attendance and truancy. RCA/ HSL/CWAS and Office Aide will communicate through phone calls and home visits to parents and families as a resource to improve student engagement and attendance. Parents will have opportunities for teacher meetings as well as admin, teacher, student meetings. Parents will meet with administration prior to students with social/emotional/suspension reentry after incidents.

**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](#)

**Family Communication Tier 1:** Microsoft Forms Link for all parent/guardian/community requests to archive information to assist

**Owner(s):**

Office - parent/ guardian community requests  
 Principal - Review Requests  
 Vice Principal - Designee  
 Teachers - updates to parent requests

**Timeline:**

Daily/Weekly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

**Annual Opportunities for parent/ guardian/ family communication Tier 1:** Parents/ guardians have the opportunity to connect with teachers and through the office for support staff/admin. Parents/ guardians can request meetings or information throughout the year. Communication about school wide events will occur via Vinland Class Dojo, School Messenger, Peachjar, Vinland Facebook. hroughout the year parents can participate in Back to School Night, SSC, ELAC, Parent Coffee Chats, Open House, student Goal 2 activities in Arts/ Activities/ Athletics, School Club activities, awards celebrations and Educational Centered Parent Meetings and Nights.

**Owner(s):**

Teacher - Communicate with parents (ongoing)  
 Office Staff - Take calls/ messages and email or use forms survey  
 Support Staff - Organize and participate in facilitating parent/guardian meetings  
 Admin- Overseeing all events

**Timeline:**

Monthly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

**Tier 1:** All parents / guardians have access to trainings and Information regarding Parent Portal ATLAS, Edu text, grades, at site trainings such as Parent University trainings. All parents will have access to the Vinland Class Dojo, Vinland Facebook, school website, school messenger, Peachjar. All parents will have access interpreters for parent meetings as needed. All parents will have access and be notified of parent surveys to help inform school wide needs. Trainings and information on how to access throughout the year.

**Owner(s):**

Teachers: Provide site/district resource of information  
 Support Staff: Provide site/district resource of information  
 Admin- Provide site/district resource of information

**Timeline:**

Weekly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

**Tier 2:** Parents will be notified of student's grades/ effort, SBAC, ELPAC and iReadytest scores with an explanation to what is expected at grade level and what parents can do at home for intervention. Parents will be given information on how students are assessed. Parents will know which goal 2 activities their child is enrolled in and opportunities to engage in other activities. Parents will have opportunities to engage in workshops to train from district and site trainings and other digital resources to support students at home. October/ November parent training will offer school of choice informational meetings and assistance families in completing documents before due dates in December.

**Owner(s):**

Teachers: grades, effort, iReady/ ELPAC/ SBAC test score information  
 Support Staff - HSL: Parent Training facilitator and organizer  
 Admin: Providing information on Vinland Class Dojo, Vinland Facebook, school website, school messenger, Peachjar.

**Timeline:**

Weekly

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

**Tier 3:** Parent meetings on attendance will be conducted monthly. Parents will be given opportunities for support for at risk students. HSL/Office Aide/ RCA/ CWAS will contact parents for SART meetings. Vice Principal will oversee the Targeted Support Team and utilize the team to contact manageable students' parents and encourage good attendance. OA & HSL will contact parents in regards to attendance and truancy. RCA/ HSL/CWAS and Office Aide will communicate through phone calls and home visits to parents and families as a resource to improve student engagement and attendance. Parents will have opportunities for teacher meetings as well as admin, teacher, student meetings. Parents will meet with administration prior to students with social/emotional/suspension reentry after incidents.

**Owner(s):**

Teachers: Inputting attendance daily on time. Meeting with parents regarding requests

HSL/Office Aide/ RCA/ CWAS: will contact parents for SART meetings and attendance and truancy concerns

Admin: Power BI information, parent meetings

**Timeline:**

Weekly

**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:**

- Refer to the Vinland SPSARP 510 / 520 report for detailed information.

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

EL Boot Camps

EL Data Chats Quarterly

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

Goal Setting quarterly with low performing student groups

# 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0470 Vinland 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	Mat & Supp			Communication: Materials and Supplies for parent involvement in school wide events/functions: physical and virtual parent signs and communications, digital subscriptions pens/pencils/ erasers, chart paper. Parent Participation- Resources for Educators Parent Monthly Newsletter of Strategies for Students. Supports G1A1: ELA; G1A2: Math/ Science, G1A3:EL/RFEP. G1A1:ELA, G1A2: Math/ Science, G1A3: EL/RFEP, G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community. ** NO FOOD OR INCENTIVES **	1,200.00
G5A1	Title 1 Basic	Parent Participation	Direct-Graph			Parent Involvement- Direct Graphics-Supplemental parent 500.00 communication of an academic nature and purpose, including production and mailing costs. Also supports G1A1:ELA, G1A2: Math/ Science, G1A3: EL/RFEP, G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community.	500.00
G5A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Substitute Salaries - Instruction - Subs for teachers to 10,134.00 participate in parent meetings and Tier 1, 2, and 3 student social and emotional (SEL) meetings. Includes IEP, 504, SST, teacher/parent, teacher/parent/admin, teacher/parent/admin/student meeting days. 1-2 subs per day for SpEd and Gen Ed teacher to participate in IEP/504/SST as a priority. As needed, available time will be used to conduct 504, SST and teacher meetings to prepare for 504/ SST / IEP and parent meetings. Supports G1A1:ELA, G1A2: Math/ Science, G1A3: EL/RFEP, G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community, G5A1: Family Engagement in Student Education. Base = \$8,529. Benefits = \$1,458. Total = \$9,987	9,987.00
G5A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Parent Participation- Classified Support Supplemental- Support at after school parent meetings, babysitting for parent meetings and classes (School Smarts, Parent Classes, schoolwide events). Also supports G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community. Base = \$275. Benefits =\$73. Total = \$348	348.00

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0470 Vinland 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	Sup & Conc	Parent Participation	Mat & Supp			Parent Participation - Materials and supplies for school run events and meetings including event decorations (table coverings/ wall decorations, pencils, art supplies, containers for items). G1A1, G1A2, G1A3, G2A1, G3A1, G4A1	3,018.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Classified Support Supplemental - Various language translation services for parent/guardians at conferences and meetings with staff. Base = \$249. Benefits = \$67. Total = \$316	316.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Parent Participation - Materials and Supplies - Parent participation (Food Incentives, materials and supplies) Supports G1A1:ELA, G1A2: Math/ Science, G1A3: EL/RFEP, G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community.	450.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext			Classified Support - Extra Time - Attendance and Social Work Services - HSL, RCA, or OA Translation Services or Parent Support. Base=\$500. Benefits = \$19. Total =\$519	519.00

**\$16,338.00**

## 2021-2022 Budget for SPSA/School Site Council

### State/Federal Dept 0470 Vinland Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Instruction - Certificated supplemental contracts to tutor students in content areas including ELA, Math & Science. Also supports G1A2: Math/ Science, G1A3: EL/RFEP, G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community. Base = \$3,000. Benefits = \$593. Total = \$3,593 ** NO IEPS **	3,593.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Sup			Instruction Aide supplemental contracts to tutor students in ELA, Math and Science. Supports G1A1: ELA; G1A2: Math/ Science, G1A3: EL./RFEP Base=\$238. Benefits = \$64. Total = \$302	302.00
G1A1	Title 1 Basic	Instruction	Oth Cls-Supp			Other classified supplemental- Supplemental contract classified to provide tutoring and school support after or before their duty time commitments in content areas. Base= \$950 Benefits=\$255 Total =\$1205	1,205.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: GE and SpEd - Purchasing additional workbooks or books for programs for teachers to instruct and students to practice. New from 20-21. Also supports G1A2 and G1A3	4,851.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Unit 3010- Object 4300: Materials and Supplies- Materials and supplies to support virtual and physical instruction (markers/ pens/pencils, chart paper, whiteboards, composition books, erasers, headphones, earbuds, paper, crayons, post its, art supplies, student classroom supplies, mic, stands, ). Supports G1A1: ELA; G1A2: Math/ Science, G1A3: EL/RFEP, G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community. ** NO FOOD OR INCENTIVES **	4,688.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation : Sub agreements- California Teaching Fellows Foundation-Instruction Sub-agreements - 4 Teaching Fellows to support student small group, 1-on-1 support, whole group in ELA/ Math while teacher works with a combination of students. Split funded between unit 7090 and 3010	13,747.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Unit 7090 Materials and Supplies. To support virtual and physical instruction (markers/ pens/pencils, chart paper, whiteboards, composition books, erasers, headphones, earbuds, paper, crayons, post its, art supplies, student classroom supplies). PO for lamination supplies and poster maker film. Materials and Supplies- School wide recognition of student efforts, increase, proficiency achievement, etc. Includes food, drinks, decorations, supplies.	5,703.00

G1A1		Instruction	Mat & Supp	Academic, Social Emotional, and EL/ Redesignation achievement and improvement recognition. Includes food, drinks, decorations, supplies. May include but not limited to: purchase orders to GW, Office Depot, Positive Promotions, and P.O.s to alternate stores. Materials and Supplies - to support the use of technology for instruction, such as printing supplies, copy paper, ink, cables, cords, wiring, replacement bulbs, computers/tablets, storage devices, headphones, earphones, talking devices, aukeys, webcams. Materials and Supplies - to support instruction (markers, pens/ pencils, chart paper, whiteboards, compositions books, erasers,headphones, earbuds, paper, crayons, post its, art supplies, student classroom supplies). Materials and Supplies- Academic and Social Emotional Achievement, and EL/ Redesignation. Includes food, drinks, decorations, supplies. May include but not limited to: Purchase orders to GW, Office Depot, Lakeshore,Oriental Trading Company and other receipts/ POs to alternate stores. G1A1: ELA; G1A2: Math/ Science, G1A3: EL/RFEP, G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community	5,703.00
G1A1	Sup & Conc	Instruction	Nc-Equipment	Unit 7090- Object 4400: Non Capitalized Equipment: New Purchase/ Repair/ Updates: computers/ tablets, computer/tablet carts, computer/tablet bags, computer/ tablet cords, computer/tablet wiring, classroom and virtual technology functions (screens, monitors, webcams, aukeys, wiring and cables, microphones, speakers, television screens), furniture (alternative/ flexible seating, classroom furniture), cameras, projectors, projector wiring and cords, SMART board updates and annual maintenance, smart board wiring/ cords/ erasers/ pens, document cameras, document camera repair/ wires/ cords, ebeams, ebeam cords/wiring/ repair. School wide recognition of student efforts, increase, proficiency achievement. Also supports G1A2: Math/ Science, G1A3: EL/RFEP, G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community, G4A1: Recruit & Retain diverse staff reflecting community	7,000.00
G1A1	Sup & Conc	Instruction	Subagreements	California Teaching Fellows Foundation : California Teaching Fellows Foundation : Sub agreements- California Teaching Fellows Foundation-Instruction Sub-agreements - 4 Teaching Fellows to support student small group, 1-on-1 support, whole group in ELA/ Math while teacher works with a combination of students. Split funded between unit 7090 and 3010	37,354.00
G1A1	LCFF: EL	Instruction	Mat & Supp	Materials and supplies- EL material and supplies for student incentives, purchase orders for medals, certificates, food, study trips. Also Initiatives - Actions to improve school climate and culture, attendance, and social/ emotional needs of EL students. Supports G1A1:ELA, G1A2: Math/ Science	1,741.00
G1A1	LCFF: EL	Instruction	Nc-Equipment	Instruction - Non Capitalized Equipment- New Purchase/ Repair/ Updates: computers/tablets, computer/tablet carts,	500.00

G1A1		Instruction	Nc-Equipment	computer/tablet bags, computer/ tablet cords, computer/tablet wiring, classroom and virtual technology functions (screens, monitors, wiring and cables, microphones, speakers, webcams, television screens), furniture (alternative/ flexible seating, classroom furniture), cameras, projectors, projector wiring and cords, SMART board updates and annual maintenance, smart board wiring/ cords/ erasers/ pens, document cameras, document camera repair/ wires/ cords, ebeams, ebeam cords/wiring/ repair. Supports G1A1:ELA, G1A2: Math/ Science, G3A1: Student Engagement in School and Community,	500.00
G1A1	One-Time School	Instruction	Mat & Supp	: Materials and supplies for student instruction. 3a Materials and Supplies-To support virtual and physical instruction (markers/ pens/pencils, chart paper, whiteboards, composition books, erasers, headphones, earbuds, paper, crayons, post its, art supplies, student classroom supplies). PO for lamination supplies and poster maker film. Materials and Supplies- School wide recognition of student efforts, increase, proficiency achievement, etc. Includes food, drinks, decorations, supplies. Academic, Social Emotional, and EL/ Redesignation achievement and improvement recognition. Includes food, drinks, decorations, supplies. May include but not limited to: purchase orders to Save Mart and P.O.s to alternate stores. Materials and Supplies - to support the use of technology for instruction, such as printing supplies, copy paper, ink, cables, cords, wiring, replacement bulbs, computers/tablets, storage, aukeys, webcams, devices, headphones, earphones, talking devices. Materials and Supplies - to support instruction (markers, pens/pencils, chart paper, whiteboards, compositions books, erasers, headphones, earbuds, paper, crayons, post its, art supplies, student classroom supplies). Materials and Supplies- Academic and Social Emotional Achievement, and EL/ Redesignation. Includes food, drinks, decorations, supplies. May include but not limited to: Purchase orders to GW, Office Depot, Lakeshore, Oriental Trading Company and other receipts/ POs to alternate stores. G1A1: ELA; G1A2: Math/ Science, G3A1	9,860.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment	Non Capitalized Equipment- New Purchase/ Repair/ Updates: computers/tablets, computer/tablet carts, computer/tablet bags, computer/ tablet cords, computer/tablet wiring, classroom and virtual technology functions (screens, monitors, wiring and cables, microphones, speakers, television screens), furniture (alternative/ flexible seating, classroom furniture), cameras, projectors, projector wiring and cords, aukeys, SMART board updates and annual maintenance, smart board wiring/ cords/ erasers/ pens, document webcams/cameras, document camera repair/ wires/ cords, ebeams, ebeam cords/wiring/ repair. Also supports G1A1: ELA, G1A3: EL/RFEP, G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community.	3,276.00
G1A2		Instruction	Teacher-Supp		1,427.00

G1A2	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental - Personnel - Instruction - Supplemental contract to plan lessons, complete grading, or meet with parents. Support alternate classrooms for certificated and classified personnel that are on leave (maternity/paternity, duty modification, transfer) Supplemental for teachers to have afterschool clubs for academic and/or social or emotional clubs. Also supports G1A1: ELA, G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community. Base = \$1,200. Benefits = \$237. Total = \$1,437	1,437.00
G1A2	One-Time School	Instruction	Nc-Equipment			: Materials and Supplies - to support the use of technology for instruction, such as cables, cords, wiring, replacement bulbs, computers/tablets, storage devices, headphones, earphones, talking devices, aukeys, webcams, printers, science material refills. G1A1: ELA; G1A2: Math/ Science,	9,000.00
G1A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.1875	Classified Support- Attendance and Social Work Services- Home School Liaison - Spanish. Home School Liaison (3.5 hours) - Spanish. In addition to tasks outlined in the FUSD Home School Liaison Job Description, organizes/ facilitates parent meetings that include EL parents (parent university classes, PBS classes, School Smarts, volunteer recognition, translation services, quarterly data chats with EL and targeted students, home visits, attendance and truancy parent support. * Supports all Goals/Actions*	6,621.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Instruction - ELPAC Assessors for EL Students. 1,000.00 Supports G1A3:EL/RFEP.	999.00
G1A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.2500	Classified Support- Attendance and Social Work Services- Home School Liaison - Spanish. Home School Liaison (3.5 hours) - Spanish. In addition to tasks outlined in the FUSD Home School Liaison Job Description, organizes/ facilitates parent meetings that include EL parents (parent university classes, PBS classes, School Smarts, volunteer recognition, translation services, quarterly data chats with EL and targeted students, home visits, attendance and truancy parent support. * Supports all Goals/Actions*	8,829.00
G2A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance- Instruction - updates, repairs and maintenance to technology.. Supports G1A1: ELA; G1A2: Math/Science. G1A3: EL/RFEP	3,000.00
G3A1	Sup & Conc	Instruction	Bks & Ref			GE and SpEd - Purchasing additional workbooks, digital programs, or books for teachers to instruct and students to practice. Also supports: G1A1, G1A2, G1A3	2,366.00
G3A1	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundations : Guidance and Counseling Services - Sub-agreements for Services - Family Foundations (2 days per week) - Goal 1: Student healing centered access to mental health and wellness services; Goal 2: Teacher and school staff healing centered services and support to cope with healing	27,540.00



G3A1		Guidance & Counseling Services	Subagreements			centered services and situations, Goal 3: Developing a healing centered school wide campus culture. Supports G1A1, G1A2, G1A3, G2A1, G2A2, G3A1	27,540.00
G3A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.8750	Unit 7090 Object 2210 Classified Support - Attendance and Social Work Services- Resource Counseling Assistant (RCA) Targeted Support Team member, Student Tier 1, 2, and 3 support, small group and 1-on-1 student social and emotional learning support teacher and student behavior intervention support, Attendance & Truancy support, quarterly data chats with targeted students, home visits, attendance and truancy, and parent support. Maintains and manages the alternate intervention classroom "Hawks Nest" for student alternate recess for social awareness. G1A1, G1A2, G1A3, G2A1, G4A1, G5A1	53,238.00
G3A1	LCFF: EL	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundations : Guidance and Counseling Services - Sub-agreements for Services - Family Foundations (2 days per week) - Goal 1: Student healing centered access to mental health and wellness services; Goal 2: Teacher and school staff healing centered services and support to cope with healing centered services and situations, Goal 3: Developing a healing centered school wide campus culture. Supports G1A1, G1A2, G1A3, G2A1, G2A2, G3A1	1,720.00
G3A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.1250	Unit 7090 Object 2210 Classified Support - Attendance and Social Work Services- Resource Counseling Assistant (RCA) Targeted Support Team member, Student Tier 1, 2, and 3 support, small group and 1-on-1 student social and emotional learning support teacher and student behavior intervention support, Attendance & Truancy support, quarterly data chats with targeted students, home visits, attendance and truancy, and parent support. Maintains and manages the alternate intervention classroom "Hawks Nest" for student alternate recess for social awareness. G1A1, G1A2, G1A3, G2A1, G4A1, G5A1	7,606.00
G4A1	Title 1 Basic	Instruction	Teacher-Subs			Instruction - Certificated teacher sub salaries. Certificated time for data chats, goal setting meetings, PLC/AC planning days, class visits, cross school collaboration, collaboration, certificated coaching cycles, planning / observation days, teachers to attend professional learning. Also includes: G1A1:ELA, G1A2: Math/ Science, G1A3: EL/RFEP Base=\$14,100 Benefits = \$2,410. Total = \$16510 ** NO IEPS **	16,510.00
G4A1	Title 1 Basic	Instruction	Ins Aide-Sub			Personnel -Classified Support Substitutes - Sub for classified to receive training and PL (Includes Roving Sub). Supports G4A1: Recruit & Retain diverse staff reflecting community. Base = \$575, Benefits = \$38. Total \$613	613.00
G4A1		Instructional Supervision & Admin	Crt Supr-Sub				0.000.00

G4A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub	Certificated Supervisor and Admin Sub - Instructional Supervision & Administration - Administrative Academic & Social and Emotional interim admin for logistics/ structures while site administration have meetings during school day, support at Goal 2 events/study trips, collaborate with certificated and classified in all day training, receive trainings, recieve trainings with staff, observe, participate in absenteeism and suspension/expulsion meetings, conduct data chats, conduct 1-on-1 meetings, and have staff meetings/professional learning away from site. Also supports G1A1:ELA, G1A2: Math/ Science, G1A3: EL/RFEP, G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community. Base = \$8,000. Benefits = \$1,368. Total = \$9,368	9,368.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp	Communication: Materials and Supplies for parent involvement in school wide events/functions: physical and virtual parent signs and communications, digital subscriptions pens/pencils/ erasers, chart paper. Parent Participation- Resources for Educators Parent Monthly Newsletter of Strategies for Students. Supports G1A1: ELA; G1A2: Math/ Science, G1A3:EL/RFEP. G1A1:ELA, G1A2: Math/ Science, G1A3: EL/RFEP, G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community. ** NO FOOD OR INCENTIVES **	1,200.00
G5A1	Title 1 Basic	Parent Participation	Direct-Graph	Parent Involvement- Direct Graphics- Supplemental parent 500.00 communication of an academic nature and purpose, including production and mailing costs. Also supports G1A1:ELA, G1A2: Math/ Science, G1A3: EL/RFEP, G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community.	500.00
G5A1	Sup & Conc	Instruction	Teacher-Subs	Teacher Substitute Salaries - Instruction - Subs for teachers to 10,134.00 participate in parent meetings and Tier 1, 2, and 3 student social and emotional (SEL) meetings. Includes IEP, 504, SST, teacher/parent, teacher/parent/admin, teacher/parent/admin/student meeting days. 1-2 subs per day for SpEd and Gen Ed teacher to participate in IEP/504/SST as a priority. As needed, available time will be used to conduct 504, SST and teacher meetings to prepare for 504/ SST / IEP and parent meetings. Supports G1A1:ELA, G1A2: Math/ Science, G1A3: EL/RFEP, G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community, G5A1: Family Engagement in Student Education. Base = \$8,529. Benefits = \$1,458. Total = \$9,987	9,987.00
G5A1	Sup & Conc	Parent Participation	Cls Sup-Sup	Parent Participation- Classified Support Supplemental-Support at after school parent meetings, babysitting for parent meetings and classes (School Smarts, Parent Classes, schoolwide events). Also supports G2A1: Student Centered/ Real World Learning, G3A1:	348.00

G5A1		Parent Participation	Cls Sup-Sup	Student Engagement in School and Community. Base = \$275. Benefits = \$73. Total = \$348	348.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp	Parent Participation - Materials and supplies for school run events and meetings including event decorations (table coverings/ wall decorations, pencils, art supplies, containers for items). G1A1, G1A2, G1A3, G2A1, G3A1, G4A1	3,018.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup	Classified Support Supplemental - Various language translation services for parent/guardians at conferences and meetings with staff. Base = \$249. Benefits = \$67. Total = \$316	316.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp	Parent Participation - Materials and Supplies - Parent participation (Food Incentives, materials and supplies) Supports G1A1:ELA, G1A2: Math/ Science, G1A3: EL/RFEP, G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community.	450.00
G5A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Ext	Classified Support - Extra Time - Attendance and Social Work Services - HSL, RCA, or OA Translation Services or Parent Support. Base=\$500. Benefits = \$19. Total = \$519	519.00

**\$259,005.00**

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$50,485.00
Sup & Conc	7090	\$166,980.00
LCFF: EL	7091	\$22,680.00
One-Time School	7099	\$18,860.00
<b>Grand Total</b>		<b>\$259,005.00</b>

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$120,706.00
G2 - Expand student-centered and real-world learning experiences	\$3,000.00
G3 - Increase student engagement in their school and community	\$92,470.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$26,491.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$16,338.00
<b>Grand Total</b>	<b>\$259,005.00</b>