


## Vinland Elementary

106216660065481

Principal's Name: Jeanarta Coe

Principal's Signature: 

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

Title I SWP

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

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

**Consolidated Program Assurances**

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



**School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal – Jeanarta Coe</b>	X				
2. <b>Chairperson – Maricela Alvarez</b>				X	
3. <b>Francisco Duran</b>				X	
4. <b>Melissa Smith</b>				X	
5. <b>Imelda Ruiz</b>				X	
6. <b>Maria Perez</b>				X	
7. <b>Jose Morales</b>		X			
8. <b>Stephen Tatum</b>		X			
9. <b>Betty Cheema</b>		X			
10. <b>Carmen Decker</b>			X		
11.					
12.					
13.					
14.					
15.					

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

ELAC voted to consolidate with the SSC. Date \_\_\_\_\_.

**Required Signatures**

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Jeanarta Coe		3/20/18
SSC Chairperson	Maricela Alvarez		03/20/18

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2018/19

Vinland - 0470

**ON-SITE ALLOCATION**

3010	Title I	\$45,985 *
7090	LCFF Supplemental & Concentration	\$184,838
7091	LCFF for English Learners	\$34,290
<b>TOTAL 2018/19 ON-SITE ALLOCATION</b>		<b>\$265,113</b>

\* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,082
Remaining Title I funds are at the discretion of the School Site Council	\$44,903
Total Title I Allocation	\$45,985

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

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

#### School Quality Review

#### School Level Dashboard

Goal 1 Metrics	Current %	Target %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	25.152	32.152
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	21.021	28.021

#### Needs Assessment

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

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

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

- 2017-18 Interim 2 results: ELA 30% overall
- Interim data, AC collaboration, CFA's, DRP, ELARtl
- Re-structured Rtl to align with Extra Support resources provided by Wonders.
- Tier 3 instruction needs to be more strategic during reading intervention.
- Release time for planning and site visits to other schools to observe specific elements of ELA instruction using Wonders.

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

- 2017-18 Interim 2 results: MATH 27.3% overall
- PL's provided to support Math, specifically with challenging content, conceptual understanding, 5 E's, and students taking ownership of their learning. We do not deploy for Math intervention.
- Interim data, AC collaboration, CFA's

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

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

Vinland's significant subgroups include:

- Hispanic: SBAC 28.3%
- African American: SBAC 16.7%
- EL's: SBAC 4.4%
- The percentage of Hispanic's meeting our exceeding standards is above that of Vinland's overall percentage
- The percentage of African American students meeting or exceeding standards is below the overall percentage.
- The percentage of EL students score significantly below our overall percentage.
  - Key factors are reading intervention for ALL students, however not specifically for EL's. Need to pull EL students for intervention, based on need.

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

Vinland's significant subgroups include:

- Hispanic: SBAC 18.4%
- African American: SBAC 11.1%
- EL: SBAC 4.2%
- The percentage of Hispanic, African American, and EL students meeting or exceeding standards is below that of the overall percentage.
- Intervention is provided for ELA, however not Math

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

**1** SSC:

See uploaded 2018-19 stakeholder input document

**2** ELAC:

See uploaded 2018-19 stakeholder input document.

**3** Staff:

See uploaded 2018-19 stakeholder input document

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

Teaching Fellow contracts consumed most of the Title 1 funds. Based on observational data, as well as, Interim data, the effectiveness of funding 5 Teaching Fellows is not warranted with the current model.

## Action 1

Title: ELA

### Action Details:

Our reality: In 2017- 2018 in ELA 25.3%

ELAKAIG data in 2018:

Period 1: On Track 27.2% and Mastery 0.0%.

Period 2: On Track 30.4% and Mastery 0.0%.

Period 3: On Track % and Mastery 0.0%.

Quarter 2 KAIG Letter Names 51.9% (41 of 79) students met or exceeded grade level standard. KAIG Letter Sounds 32.9% (26 of 79) students met or exceeded grade level standard. KAIG High Frequency Words 7.6% (6 of 79) students met or exceeded grade level standard. KAIG High Phonemic Awareness 0% (0 of 79) students met or exceeded grade level standard.

Fall DRP 2017-18, 26% (107 of 407 students) met or exceeded grade level standard. Spring DRP 2017-2018, % ( of students) met or exceeded grade level standard.

ELA Interim 1 Comparison 2016-2017 to 2017- 2018

- Grades 1-6: 2016-17 22.1%; 2017-18 24.1% (+2.0 gain) met or exceeded grade level standard. 3rd-6th Grade District Interim 1 % ( of ) students met or exceeded grade level standard.

ELA Interim 2 Comparison 2016-2017 to 2017- 2018

- Grades 1-6: 2016-17 24.1%; 2017-18 30% (+6.0 gain) met or exceeded grade level standard. 3rd-6th Grade District Interim 1 % ( of ) students met or exceeded grade level standard.

ELACAASPP: 2015-16 20.5%; 2016-17 25.3% (84 of 332) students met or exceeded the grade level standards.

Tier 1: Vinland Elementary will implement standards based instruction utilizing as a primary resource the Guaranteed and Viable Curriculum(s). A comprehensive ELA program that will consist of quality first instruction in reading literature, reading information text, reading foundational skills, writing, speaking and listening, and language. An ELA Response to Intervention (RtI) per grade level to address standards that students require enrichment or support in will be based on assessed need.



Tier 2: AC collaboration on next steps for the grade level and individual students. Student Success Team (SST) meetings to support next steps after Tier 1 supports or a Social/Emotional Learning (SEL) COSTeam meeting.

Tier 3: RSP and Speech Therapist Tier 3 Intervention Instruction for RSP students.

**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](#)

**Owner(s):**

**Timeline:**

- DRP Administration - 2 times a year

Teachers

Semester

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

**Owner(s):**

**Timeline:**

District Interim Common Formative Assessments (ELA) 2 times a year

Teachers

Annual

Paraprofessionals

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

**Owner(s):**

**Timeline:**

Grade Level Unit/ Quarterly Action Plans/Goal Setting in a Cycle of Continuous Improvement (CCI) model (school-wide, Lead Teacher/ Accountable Community/ grade level, classroom teacher). Progress Monitoring by AC agendas and artifacts..

Teachers

By Unit/ Quarterly

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

**Owner(s):**

**Timeline:**

Action Plans that include the Common Formative Assessments (CFAs) in a Cycle of Continuous Improvement (CCI) model (school-wide, Lead Teacher/ Accountable Community/ grade level, classroom teacher). Progress Monitoring by AC agendas and artifacts.

Teachers

By Unit/ Quarterly

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

**Owner(s):**

**Timeline:**

Actions Plans that include the Response to Intervention Unit/ Quarterly Plans in a Cycle of Continuous Improvement (CCI) model (school-wide, Lead Teacher/ Accountable Community/ grade level, classroom teacher). Progress Monitoring by AC agendas and artifacts.

Teachers

By Unit/ Quarterly

Paraprofessionals

Certificated Tutor

Teaching Fellows

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

**Owner(s):**

**Timeline:**

Staff PL/PD and ILT meetings that use multiple measures of data analysis to plan next steps. Progress monitored by agendas, minutes, and artifacts.

Teachers

By Unit/ Quarterly

Paraprofessional

Administrators

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

Formal/ Informal Walkthrough data from the Instructional Practice Guide (IPG) with a focus Instructional Pathway.

Progress monitored by agendas, minutes, and artifacts.

**Owner(s):**

Teachers

Paraprofessional

Administrators

**Timeline:**

Weekly/ Bi-Weekly

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

SST meetings for Tier 2 students identified by teacher, parent, and administrators.

**Owner(s):**

Teachers

Support Staff

Administrators

**Timeline:**

Monthly

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

- Materials and supplies to directly support Tier 1 quality first teaching and classroom based intervention that is focused/targeted to support grade level standards.
- The Action Plans, Checks for Understanding (CFUs), formal/informal assessments will determine student instruction and Responses to Intervention.
- ELA and EL student support at Tier 2 by Teaching Fellows and 1 Certificated Tutor:
- ELA Tier 1 support by Teaching Fellows to increase digital literacy of students in alignment with the Technology standards.
- Materials and supplies for RSP support for Tier 3 students.
- ELA Tier 2 materials and supplies in ELA
- Student chats and goal setting meetings
- Classroom materials and supplies including notebooks, paper, pencils, pens, markers, crayons, chart paper, post-its, art supplies, incentives, and other associated items.
- Materials and supplies (including technology repairs) for teacher technology and student instruction that includes digital literacy
- Supplemental contracts for certificated and classified ELA/ EL tutoring before and after school
- Teaching Fellows contracts for After School Library Tutoring (also in Unit 0181).
- Quality first teaching, based on standards, student goal setting, checking for understanding, implementation of classroom foundations/accountable community foundations, and use of formative assessments
- Kindergarten student instruction utilizing a California Teaching Fellow rotation.
- Resource Counseling Assistant (RCA) to provide social-emotional support for students throughout the day grades TK-6th. Students referred through teachers and administrators in collaboration. Alternative recess to support students for various needs.
- After school tutoring for select students through the Extended Learning After School Library Program that includes identified students (Foster Youth, EL's & Economically disadvantaged, targeted sub-groups)
- Materials and supplies for sensory tools and equipment to support behavior and attention to learning.

**Specify enhanced services for EL students:**

- Certificated Tutor support and Teaching Fellow support of English Learners for designated EL support.
- Integrated EL support and EL progress monitoring by teachers
- ELPAC annual monitoring of student progress
- Action plans with next steps for EL students

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

- Teacher will provide parent information at parent/teacher conferences in the Fall 2018 and continue ongoing parent communication of student progress and achievement
- Annual Title 1 Meeting, Parent Coffee Hour/ ELAC/ Parent University meetings that review student ELA results and strategies
- Parent communication weekly through parent messenger, ATLAS Parent Portal, EduText, Monthly Parent/ Community Newsletters
- Parent meetings on Literacy related topics
- Parent education classes. (Parent University, ELAC, Coffee Hours) and school wide events to provide training and support
- Parent participation materials and supplies (copy paper, pencils, markers, chart paper, books, materials, food items, etc)
- Home School Liaison to support parent training, meetings, and educational learning opportunities at events, in meetings, and on campus
- Translation services (translators and translated materials)
- A minimum of four SSC/ELAC/PTA meetings will be scheduled throughout the school year. Meeting information will be distributed through parent flyers, postings, school website, and School Messenger. Babysitting provided.
- Parents will also be invited to student celebrations/recognition assemblies and programs throughout the year
- Parent University will work in conjunction with Vinland to offer on-going parent education provided by the district office
- Spring Open House
- Student Success Team (SST) Meetings
- Individualized Educational Plan (IEP) Meetings for students identified with learning disabilities- annually
- The Rehabilitation Act of 1973, Section 504 Meetings for students identified with a physical or mental disability which limits learning- annually

### Describe Professional Learning related to this action:

- Professional Learning (PL) for staff based on assessment data, class observations and staff input.
- PL addressing questions 1 and 2 of the 4 grounding questions using standards based instruction, District Expectations of the Guaranteed and Viable Curriculum use, Classroom and AC Foundations, Action Plans, CHAMPs (Second Step and Class Meetings included), IPG, and Common Formative Assessments (CFAs)
- Alignment of classroom grades and formal assessments
- Consistency of grading school wide, specifically D's and F's (alignment of when students receive a zero)
- PL on designated/ integrated EL support
- PL that includes a CCI process on Actions Plans (school, grade level, teacher/classroom)
- PL for parents in which babysitting, materials, supplies and food are purchased
- Instructional planning substitutes for teachers and administrators to participate in data chats, 1-on-1 meetings, AC/peer observations, and teacher instructional planning.
- Instructional planning substitutes for teachers and administrators to participate in SSTs/ IEPs/ 504s/ and parent meetings.
- District PL days: Buyback and Institute
- PL by site, region, and district that incorporates use of digital technology to enhance classroom instruction and student engagement.
- Hoover Region will continue to collaborate during Buyback Days
- PL books with academic focus, behavioral strategies, and instructional strategies
- SST referral process

## Action 2

**Title:** Math & Science

### Action Details:

Our reality. In 2017- 2018 in Math

Math KAIG data in 2018

Period 1: On Track 4.9% and Mastery 0.0%.

Period 2: On Track 33.8% and Mastery 0.0%. (26 of 77) students met or exceeded grade level standard. KAIG Operations and Algebraic Thinking 0% (0 of 77) students met or exceeded grade level standard.

Interim 1 2016-2017 to 2017- 2018

- Grades 1-6: 2016-17, 20.0%; 2017-18, 24.0% (+4.0 gain) met or exceeded grade level standard. 3rd-6th Grade District Interim 1 \_\_\_% ( \_\_\_ of \_\_\_ ) students met or exceeded grade level standard.

Interim 2 2016-2017 to 2017- 2018

- Grades 1-6: 2016-17 @ 26.7%; 2017-18, 27.3% (+.6 gain) met or exceeded grade level standard. 3rd-6th Grade District Interim 1 \_\_\_% ( \_\_\_ of \_\_\_ ) students met or exceeded grade level standard.

Math CAASPP 2015-16 @ 11.9% and 2016-17 @ 20.8% (69 of 336) students met or exceeded the grade level standards.

5th Science CAASPP 2018: \_\_\_\_\_% ( \_\_\_\_\_ of \_\_\_\_\_ ) students met or exceeded the grade level standards.

Tier 1: Using the Guaranteed and Viable curriculum, Vinland Elementary will provide comprehensive balanced mathematical instruction through learning opportunities related to conceptual understanding of mathematics, procedural skill and fluency, and application to support focus and coherence. Teacher learning/support will be provided through development and refinement of high quality first instruction, focusing around the eight mathematical practices, 5 E's, and making connections to content. Using the instructional tenets as our guide, we a culture of learning with high expectations, challenging content, and ownership for all students, everyday will be promoted. Student learning/support will be based on whole group instruction, cooperative learning groups, and targeted small group instruction for at-risk groups, with an emphasis on technology to improve mastery of grade level standards. Based on assessed needs, a Math Response to Intervention (RtI) will be developed to address standards that students require enrichment or support in.

Tier 2: AC collaboration on next steps for the grade level and individual students. Student Success Team (SST) meetings to support next steps after Tier 1 supports or a Social/Emotional Learning (SEL) COSTeam meeting. RSP/ CT Staff support of students based on priority system.

Tier 3: RSP Tier 3 Intervention Instruction for RSP students

**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](#)

District Common Formative Assessments (Math) 2 times a year

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

Teachers

[Timeline:](#)

Semi Annually

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

Grade Level Unit/ Quarterly Action Plans/Goal Setting in a Cycle of Continuous Improvement (CCI) model (school-wide, Lead Teacher/ Accountable Community/ grade level, classroom teacher). Progress Monitoring by AC agendas and artifacts..

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

Teachers

[Timeline:](#)

By Unit/Quarterly

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

Action Plans that include the Common Formative Assessments (CFAs) in a Cycle of Continuous Improvement (CCI) model (school-wide, Lead Teacher/ Accountable Community/ grade level, classroom teacher). Progress Monitoring by AC agendas and artifacts.

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

Teachers

[Timeline:](#)

By Unit/Quarterly

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

Actions Plans that include the Response to Intervention Unit/ Quarterly Plans in a Cycle of Continuous Improvement (CCI) model (school-wide, Lead Teacher/ Accountable Community/ grade level, classroom teacher). Progress Monitoring by AC agendas and artifacts.

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

Teachers  
Paraprofessionals  
Certificated Tutor  
Teaching Fellows

[Timeline:](#)

By Unit/Quarterly

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

Instructional Leadership Team (ILT) meetings and staff professional development meetings that include in the agendas, minutes, and artifacts the actions taken by the school, grade levels, and individual teachers to support students.

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

Teachers  
Paraprofessionals  
Administrators

[Timeline:](#)

By Unit/Quarterly

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

Formal/ Informal Walkthrough data from the Instructional Practice Guide (IPG) with a focus on the Instructional Pathway.

Analysis of AC agendas, minutes, and artifacts in relation to support of SMART Goals.

**Owner(s):**

Teachers  
Paraprofessional  
Administrators

**Timeline:**

Weekly/Biweekly

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

SST meetings for Tier 2 students identified by teacher, parent, and administrator

**Owner(s):**

Teachers  
Support Staff  
Administrators

**Timeline:**

Monthly

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

- Materials and supplies to directly support Tier 1 quality first teaching and classroom based intervention that is focused/targeted to support grade level standards (including notebooks, paper, pencils, pens, markers, crayons, manipulatives, and other associated items to support math instruction and program needs)
- The Action Plans, Checks for Understanding (CFUs), formal/informal assessments will determine student instruction and Responses to Intervention.
- Math digital support by Teaching Fellows in After School Library Program (alongside Unit 0181).
- Kindergarten student instruction utilizing a California Teaching Fellow rotation.
- Math Tier 2 materials and supplies
- Materials and supplies for RSP support for Tier 3 students.
- Student chats and goal setting meetings in Mathematics.
- Classroom materials and supplies including notebooks, paper, pencils, pens, markers, crayons, chart paper, post-its, art supplies, incentives, and other associated items.
- Technology to support online/digital literacy adapted learning and student performance in math (laptops/tablets, software, computer carts, printers, or other supplies to complete the program needs of students) including maintenance and repair of technology.
- Supplemental contracts for certificated, classified math tutoring before and after school.
- Kindergarten student instruction utilizing a California Teaching Fellow rotation.
- Resource Counseling Assistant (RCA) to provide social-emotional support for students throughout the day - grades TK-6. Students referred through teachers and administrators in collaboration. Alternative recess to support students for various needs.
- On site counseling services to provide social-emotional support for select students as needed and referred in order to positively impact student achievement
- Graphics posters and materials to support instruction.
- After school tutoring for select students through the Extended Learning After School Library Program that includes identified students (Foster Youth, EL's & Economically disadvantaged, targeted sub-groups)
- Materials and supplies for sensory tools and equipment to support behavior and attention to learning.

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

- Teacher will provide parent information at parent/teacher conferences in the Fall 2018 and continue ongoing parent communication of student progress and achievement

**Specify enhanced services for EL students:**

- English Learners will participate in daily lessons that have a culture of learning with high expectations, challenging content and a high level of student ownership.
- Teaching Fellow support of English Learners for Math Instruction.
- Integrated EL support and EL progress monitoring by teachers
- ELPAC annual monitoring of student progress
- Action plans with next steps for EL students

**Describe Professional Learning related to this action:**

- Professional Learning (PL) for staff based on assessment data, class observations and staff input.
- PL addressing questions 1 and 2 of the 4 grounding questions using standards based instruction, District

- Annual Title 1 Meeting, Parent Coffee Hour/ ELAC/ Parent University meetings that review student Math & Science results and strategies
- Parent communication weekly through parent messenger, ATLAS Parent Portal, EduText, Monthly Parent/ Community Newsletters, progress reports, quarterly report cards
- Parent meetings on Math/ Science related topics
- Parent education classes . (Parent University, ELAC, Coffee Hours) and school wide events to provide training and support
- Parent participation materials and supplies (copy paper, pencils, markers, chart paper, books, materials, food items, etc)
- Home School Liaison to support parent training, meetings, and educational learning opportunities at events, in meetings, and on campus
- Translation services (translators and translated materials)
- A minimum of four SSC/ELAC/PTA meetings will be scheduled throughout the school year. Meeting information will be distributed through parent flyers, postings, school website, and School Messenger. Babysitting provided.
- Parents will be invited to student celebrations/recognition assemblies, programs throughout the year

- Expectations of the Guaranteed and Viable Curriculum use, Classroom and AC Foundations, Action Plans, CHAMPs (Second Step and Class Meetings included), IPG, and Common Formative Assessments (CFAs)
- PL on designated/ integrated EL support
  - PL that includes a CCI process on Actions Plans (school, grade level, teacher/classroom)
  - PL for parents in which babysitting, materials, supplies and food are purchased
  - Instructional planning substitutes for teachers and administrators to participate in data chats, 1-on-1 meetings, AC/peer observations, and teacher instructional planning.
  - Instructional planning substitutes for teachers and administrators to participate in SSTs/ IEPs/ 504s/ and parent meetings.
  - District PL days: Buyback and Institute
  - PL by site, region, and district that incorporates use of digital technology to enhance classroom instruction and student engagement.
  - Increasing focus, coherence, and rigor
  - Provide continued development of CC Standards and strategies in order to increase Depth of Knowledge (DOK) in all content areas
  - Increase the use of the 8 mathematical practices and 5 E's
  - Ensuring conceptual understanding of mathematics, procedural skill and fluency, and application
  - Alignment of classroom grades and formal assessments
  - Consistency of grading school wide, specifically D's and F's (alignment of when students receive a zero).
  - Digital Literacy to enhance instruction, increase students time with technology, and online classroom assessments
  - Substitutes and/or supplemental contracts for teachers for instructional planning
  - ILT members will analyze data, determine needs, plan for action, and engage in planning in support of leading their accountable community

### Action 3

**Title:** English Learners

#### [Action Details:](#)

Current reality: 2016 Redesignation rate 38%; 2017: 23%

To increase EL redesignation rates, Vinland Elementary will implement standards based high quality instruction, utilizing as a primary resource, the Guaranteed and Viable Curriculum(s). The ELA/ELD curriculum will consist of quality first instruction in reading literature, reading information text, foundational skills, writing, speaking and listening, and language.

**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**

- Specify criteria that explicitly identifies English Learner (EL) students expected to be in the "reachable range" of reclassification (students who should redesignate as of 2018-19 school year).
- Provide data to identify levels of all EL students. Use this data to strategically plan for EL's during core instruction.

**Owner(s):**

- Teachers
- Paraprofessionals
- Administrators

**Timeline:**

Quarterly

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

Progress monitor EL students academic language development in specified targeted ELA/ELD speaking and listening and language standards measured in Action Plans/ (school, grade/ department, teacher).

**Owner(s):**

- Teachers
- Paraprofessionals
- Administrators

**Timeline:**

Quarterly

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

Progress monitor EL student achievement in the academic core instruction in ELA/ELD reading literature, reading informational text, reading foundational skills, and writing measured in Action Plans (school, grade/ department, teacher).

**Owner(s):**

- Teachers
- Paraprofessionals
- Administrators

**Timeline:**

Quarterly

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

Progress monitor EL students and provide data quarterly in a Cycle of Continuous Improvement (CCI) model (school-wide, Lead Teacher/ Accountable Community/ grade level, classroom teacher). Share information via protocol sheet in data chats, in AC and school wide. Teachers, ACs, and school will provide EL progress monitoring and evidence in AC agendas and data chats.

**Owner(s):**

- Teachers
- Administrators

**Timeline:**

Quarterly

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

Progress monitor EL student Response to Intervention (RtI) actions and strategies and provide data quarterly in a Cycle of Continuous Improvement (CCI) model (school-wide, Lead Teacher/ Accountable Community/ grade level, classroom teacher). Share RtI in data chats, in AC and school wide. Teachers, ACs, and school will provide EL progress monitoring and celebrate.

**Owner(s):**

- Teachers
- Paraprofessionals
- Administrators

**Timeline:**

Quarterly

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

Progress monitor EL students Common Formative Assessments (CFAs) results in reading literature, reading information text, reading foundational skills, writing, speaking and listening, and language standards in a Cycle of Continuous Improvement (CCI) model (school-wide, Lead Teacher/ Accountable Community/ grade level, classroom teacher). Teachers, ACs, and school provide EL progress and celebrate

**Owner(s):**

- Teachers
- Paraprofessionals
- Administrators

**Timeline:**

Quarterly

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

Progress monitor EL via Cycle of Continuous Improvement (CCI) models at Instructional Leadership Team (ILT) meetings to provide teacher to teacher and admin to teacher feedback regarding school-wide and Accountable Community/grade level EL actions and strategies. Professional Learning(PL) and celebration methods via shared decision-making considerations with ILT team as a result of meetings.

**Owner(s):**

- Teachers
- Paraprofessionals
- Administrators

**Timeline:**

Quarterly

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

Formal/ Informal Walkthroughs using the Instructional Practice Guide (IPG) and literal notes to provide feedback regarding EL students. Feedback on Literacy instruction, Response to Intervention instruction, Classroom Foundations, AC Foundations, and CSTPs. Feedback to teacher(s), paraprofessional(s), support staff, ACs, ILT, and school-wide.

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

Data chats, 1-on-1 Meetings, Grade Level Planning, and Cross Articulation Planning meetings using CCI process to determine strategies for EL student achievement. Discuss support for EL student proficiency in academic language development and core standards based grade level instruction.

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

- EL student standards based high quality instruction utilizing as a primary resource the Guaranteed and Viable Curriculum(s).
- The ELA/ELD curriculum will consist of quality first instruction in reading literature, reading information text, reading foundational skills, writing, speaking and listening, and language.
- EL students will participate in Integrated and Designated ELD instruction
- Conduct data Chats with targeted students
- Teachers will review the EL Goal Setting Report, ELPAC, and academic assessment results with students, set goals, and monitor progress
- Teachers will provide integrated ELD throughout the day in every lesson/content area
- Student recognition of redesignation at Awards Assemblies (certificates, medals, incentives, etc)
- Materials and supplies to support EL instruction, engagement, and recognition
  - Sensory tools to support behavior and attention to learning.
  - Books - reading materials to support EL students in their primary language or to support EL students with language acquisition
  - Technology—technology to support EL students, such as tablets/laptops, speakers, computer programs, smartboards/ebeams, and other associated technology to support ELD instruction
  - graphics-posters, other materials to support EL's
- ELPAC assessors will be provided for individual student assessment in listening and speaking
- LTEL students will be referred for SST meetings as needed
- After school tutoring for select students through the Extended Learning After School Library Program for identified students (Foster Youth, EL's & Economically disadvantaged)

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

- Teachers will review EL Goal Setting Report, ELPAC, and academic assessment results with parents and provide guidance on how to help students reach English language proficiency
- Translation services will be provided as needed and as available
- On-site counseling services to provide social-emotional support for select students as needed and referred
- Parent University will work in conjunction with Vinland to offer parent education classes provided by the district
- Teachers will provide a review of the EDUTEXT and Parent Portal during Back to School Night and fall Parent Conferences

**Owner(s):**

- Teachers
- Paraprofessionals
- Administrators

**Timeline:**

Quarterly

**Owner(s):**

- Teachers
- Administrators

**Timeline:**

Quarterly

**Specify enhanced services for EL students:**

- Multicultural and multilingual academic and social emotional mentoring and tutoring services (tutors, volunteers, teachers) for EL, socioeconomically disadvantaged, and foster youth
- Provide English Learners with differentiated instruction weekly, based on ELA/ELD standards.
- Instruction provided by site funded Certificated Tutor
- English Learners, Economically disadvantaged students, and Foster students will participate in daily lessons that have a culture of learning with high expectations, challenging content and a high level of student ownership.

**Describe Professional Learning related to this action:**

- Support teachers in utilizing EL Goal Setting Report to identify target students and their instructional needs
- Continue development and support with progress monitoring and identification of potential at-risk and long term EL students
- Provide training in Integrated and Designated ELD instructional strategies and best practices
- ELPAC assessment
- Academic English Language Development through integrated and designated ELD
- Deconstructing ELD standards and alignment with ELA standards
- PL books with teaching and behavioral strategies
- ELPAC Camp training for CT



- Vinland families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment for new students
- Staff/Student/Parent Compact
- Title One Parent Meeting and Back to School Night will be scheduled in August with notifications going home prior to the end of the previous school year, during the summer break, and School Messenger reminders
- Parent-Teacher conferences will be scheduled at the end of the first quarter
- Monthly newsletter and school website informing parents of upcoming school events and activities
- A minimum of four SSC/ELAC/PTA meetings will be scheduled throughout the school year
- Parents will be invited to student celebrations/recognition assemblies, programs throughout the year
- Spring Open House
- Monthly Parent Coffee to provide information and support for families and build relationships/communication between home and school
- Home School Liaison to provide information and support for families and build relationships/communication between home and school
- Translation services will be provided at meetings, in school communications, for parent conferences, and SST/IEPs
- Babysitting will be provided for parent meetings and Parent University
- Parent participation materials and supplies for communications and meetings (paper, office supplies, student academic resources, books, xeroxing, art supplies, speaking devices, translation services, technology assistance, refreshments, technology repair, butcher paper, data collection communication, etc)
- ELPAC Camp materials and supplies

The following will be provided to further support students and families:

- Student Success Team (SST) Meetings
- Individualized Educational Plan (IEP) Meetings for students identified with learning disabilities- annually
- The Rehabilitation Act of 1973, Section 504 Meetings for students identified with a physical or mental disability which limits learning- annually

# 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0470 Vinland Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Teacher supplemental salaries for planning (Individual, AC, ILT, Safe and Civil, SST)	5,987.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies Also supports G1A1,2, 3 (No food or incentives)	10,716.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology-tablets, carts, PLI Also supports Goal 1, Action 2,3	10,000.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : 2 TF's to support Kindergarten ELA: Reading intervention gr. 1-6	17,200.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent participation-GW/Office Max, etc... (No food or incentives)	1,082.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3750	ELA intervention	41,304.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for SST's/IEP's/data chats/peer observations	9,956.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental Salaries for planning (Individual, AC, ILT, Safe and Civil, SST)	5,987.00
G1A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.1875	G1A1 &3	6,313.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.0625	ELA intervention	6,884.00
G1A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.2500	G1A1 &3	8,416.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and supplies Also supports Goal 1, Actions 2 and 3 Goal 2, Action 1	7,632.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology-tablets, carts, e-beams, etc...Also supports Actions 1 and 3	11,000.00
G1A2	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : 2 TF's to support technology/computer assistant	17,200.00
G1A3	Title 1 Basic	Instruction	Direct-Graph			Graphics-parent handbook, posters, etc.	1,000.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and supplies	1,759.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			: Technology	1,000.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC assessors	1,000.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Sup			Translation services for parent conferences and meetings-various languages	306.00
G1A3	LCFF: EL	Parent Participation	Oth Cls-Supp			Babysitting for Parent classes/SSC/ELAC	734.00
G1A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext			Translation Services/HSL	729.00

**\$166,205.00**

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

### School Quality Review

#### School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	58.224	65.224

#### Needs Assessment

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

<p><b>1</b> What were the key factors that contributed to these performance outcomes for each metric.</p> <p><b>Goal 2 Participation Rate</b></p> <ul style="list-style-type: none"> <li>All students have an opportunity to participate in Club Vinland, twice per month, based on attendance only.</li> <li>Students in Gr. 5-6 have an opportunity to participate in sports.             <ul style="list-style-type: none"> <li>Grades 3-6 have opportunity to participate in Cross Country</li> </ul> </li> <li>Students in Gr. 4-5 have an opportunity to participate in cheerleading.</li> <li>Will increase after school arts/activities/athletics by having classified staff teach after school clubs of their choice with supplemental contracts.</li> </ul>	<p><b>2</b> What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p><b>Goal 2 Participation Rate</b></p> <p>All students have an opportunity to participate regardless of ethnicity, so disproportionality is not a factor for any significant subgroups. Engagement opportunities are during the school day, as well as after school.</p>
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**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p><b>1</b> SSC:</p> <p>See attached Stakeholders input.</p>	<p><b>2</b> ELAC:</p> <p>See attached Stakeholders input.</p>	<p><b>3</b> Staff:</p> <p>See attached Stakeholders input.</p>
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## Action 1

**Title:** Student Engagement

### Action Details:

Vinland Elementary will provide a wide array of opportunities for students to participate in arts, activities, and athletics and for parents to be involved with the school.

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

- GOAL 2 – Engagement data
- Approved Volunteer Applications
- Responses on School Climate Surveys for parents and students
- Parent attendance (documented through sign-in sheets) throughout the school year:
  - Back to School Night
  - Open House
  - Parent Conference
  - ELAC/SSC attendance/agendas/minutes
  - PTA
  - Parent Coffee
  - Parent University Courses
  - Family Engagement Events
  - Student Performances
  - Awards Assemblies
  - Events/Activities

Owner(s):

- Teachers
- Administration
- HSL
- Office Manager
- Office Assistant

Timeline:

- Ongoing beginning first day of school and continues through June 2019.
- Quarterly review of student engagement data
- Weekly updated Volunteer Applications

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

Goal 2 data will be entered in Engagements and shared with staff monthly.

Owner(s):

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

Timeline:

Monthly

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

Participation in bi-monthly school arts/athletics and activities incentive days.

Owner(s):

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

Timeline:

Bi-monthly

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

- 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
  - Bi-monthly 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
  - Clubs (Good News, Boys to Men, Girl Power)
  - Mentoring/Tutoring (Tuesday Tutors, Homework Club, math mentors/tutors, etc.)
  - Club Vinland

Owner(s):

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

Timeline:

- Weekly
- Monthly
- Quarterly

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

Multicultural celebrations and events

Owner(s):

- Teachers Administrators
- Home School Liaison
- Support Staff
- Classified Staff
- Parents
- Volunteers

Timeline:

Quarterly

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

- 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
  - Bi-monthly school arts/athletics and activities
  - Pastries with Parents

Specify enhanced services for EL students:

- Supports (materials and supplies) for foster youth and socio-economically disadvantaged students
- Considerations for placement of EL, foster youth, economically disadvantaged in Clubs (Good News, Boys to Men, Girl Power, Student Leadership) Mentoring/ Tutoring (Tuesday Tutors, Homework Club, math mentors/tutors)
- Counseling
- Club Vinland

- 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, Boys to Men, Girl Power)
- Mentoring/Tutoring (Tuesday Tutors, Homework Club, math mentors/tutors, etc.)
- Club Vinland

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

- Parents will be informed about Hawk Soar, Student of the Month, and Club Vinland opportunities for students
- Parents will be informed about opportunities for arts, activities, and athletics and give permission for students to participate
- Parents will be informed about educational study trips, provided by the district and by the site, and give permission for students to participate
- Monthly Parent Coffee to provide information and support for families and build relationships/communication between home and school
- Home School Liaison to provide information and support for families and build relationships/communication between home and school
- Calendar listing parent meetings will be distributed at the beginning of the year in the Parent Handbook, in the monthly newsletter, or the Vinland website, and in School Messengers throughout the year
- Staff/Student/Parent Compact
- Parent University will work in conjunction with Vinland to offer on-going parent education classes provided by the district office
- A minimum of 4 SSC/ELAC/PTA meetings will be scheduled throughout the year
- Title One Parent Meeting and Back to School Night will be scheduled in August with notifications going home prior to the end of the previous school year, during the summer break, and School Messenger reminders
- Parent teacher conferences will be scheduled at the end of the first quarter and all parents will be encouraged to attend
- Parents will be invited to student celebrations and programs throughout the year, including music programs, quarterly awards assemblies, and other special events
- Parent meeting and school communication (ATLAS, Parent Portal, EduText, etc) to support parent knowledge of school systems and district policies in regards to attendance
- Babysitting at parent meetings and Parent University
- Translation services will be provided at meetings, in school communications, for parent conferences (Fall), and SST/IEPs
- Parent participation materials and supplies for communications, events, and meetings (paper, office supplies, student academic resources, books, xeroxing, art supplies, speaking devices, translation services, technology assistance, refreshments, technology repair, butcher paper, data collection communication, etc)
- Parent and teacher shared involvement with school event, clubs and activities to increase Goal 2 rate at, but not limited to, bi-Monthly school arts/athletics and activities, Winter and Spring Programs, sports and athletics, Art (Music/Dance/Drama), Talent Show, Clubs (Good News, Boys to Men, Girl Power) Mentoring/

#### Describe Professional Learning related to this action:

- Staff refresher and staff calendar of 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 Luncheons
  - Bi-Monthly 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
  - Clubs (Good News, Boys to Men, Girl Power)
  - Mentoring/ Tutoring (Tuesday Tutors, Homework Club, math mentors/tutors, etc.)
- Teachers will sign up for activities to lead, coach, support and assist
- PL updates on Goal 2 monthly with staff
- PL information for staff on Multi-cultural celebrations

Tutoring (Tuesday Tutors, Homework Club, math mentors/tutors, etc.)

## 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0470 Vinland Elementary (Locked)

### G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Direct-Maint			Also supports Goals 1, 3, & 4. Repairs and maintenance for technology	1,500.00
G2A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Babysitting parent classes/SSC/ELAC	612.00
G2A1	Sup & Conc	Parent Participation	Mat & Supp			: Parent participation, student incentives (Food, incentives, materials)	1,000.00
G2A1	LCFF: EL	Parent Participation	Mat & Supp			Parent participation (Food, incentives,, materials and supplies) Also supports Goal 1, Actions 1, 2, 3	1,000.00

**\$4,112.00**



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

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 3rd Grade	98.824	100
Exposure to Careers - 4th Grade	93.333	100
Exposure to Careers - 6th Grade	94.805	100

Needs Assessment

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

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

**Exposure to Careers - 3rd Grade**  
All students participated in Bricks for Kids.

**Exposure to Careers - 4th Grade**  
All students attended Fish Hatchery.

**Exposure to Careers - 6th Grade**  
All students attended College Campus Tour.

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

**Exposure to Careers - 3rd Grade**  
No disproportionality as all students had opportunities to participate.

**Exposure to Careers - 4th Grade**  
No disproportionality as all students had opportunities to participate.

**Exposure to Careers - 6th Grade**  
No disproportionality as all 6th grade students have opportunity to participate.

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

**1** SSC:

Parents appreciate the opportunity students have to participate in field trips that support students in demonstrating the character and competencies or workplace success.

**2** ELAC:

Parents appreciate the opportunity students have to participate in field trips that support students in demonstrating the character and competencies or workplace success.

**3** Staff:

Staff members appreciate the opportunity students have to participate in field trips that support students in demonstrating the character and competencies or workplace success.

**Action 1**

**Title:** Career Opportunities

Action Details:

Vinland will expose students to a variety of career opportunities through field trips, career speakers, career fairs and research presentations.

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

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

Increase number of 6th grade students attending camp.

Owner(s):

- 6th grade teachers
- Parents
- Administration

Timeline:

Promote camp experience at the beginning of the 2018 school year.

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

Goal 2 - Engagement data

Events/Activities

Owner(s):

- Teachers
- Admin.
- Resource Counseling Assistant
- HSL

Timeline:

- Ongoing
- Quarterly review of engagement data

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

Students will have opportunities to participate in district provided college and career readiness opportunities, such as:

- Bricks for Kids - grade 3
- Fish Hatchery - grade 4 College
- Campus Tour -grade 6
- Expose students to a variety of career opportunities through:
  - Study trips
  - Career Speakers Ex. PK/TK/K - Community guest speakers, PG & E, Ambulance
  - Career Day and/or Speakers quarterly with a theme across the grade levels
    - Ex. Gr. 1-6 - First responders, blue collar workers, white collar workers, service, technical or skilled jobs, humanities
  - Research Presentations
  - Various School Assemblies as events/activities
  - Invite students to Extended School Year to participate in the CTE program for grades 3-5
  - Continue to implement technology to prepare students for workplace competencies
- Develop students' career awareness and experiences that promote character and workplace competencies through targeted implementation of linked learning opportunities
- Technology to support students to explore career opportunities (laptops/tablets, software, computer carts, printers, or other supplies to complete the program needs of students) including maintenance and repair of technology

Specify enhanced services for EL students:

Economically disadvantaged students, English Learners, and Foster students will participate in daily lessons that have a culture of learning with high expectations, challenging content, high level of student ownership and exposure to a variety of career opportunities.

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

Describe Professional Learning related to this action:

- Parents will be informed of opportunities for students to participate in district provided college and career readiness activities.
  - Parents will be informed of career opportunities for students
  - Monthly Parent Coffee to provide information for families, babysitting, and food provided
- Teachers will receive information regarding:
    - District provided opportunities
    - Study Trips
    - Career speakers
    - Research ideas
    - Technology
    - Engagements will be entered in ATLAS

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

**School Quality Review**

School Level Dashboard

Goal 4 Metrics	Current %	Target %
ADA Attendance	94.412	95.412
Chronic Absenteeism	17.341	15.341
Suspensions Per 100	8.344	7.344

Needs Assessment

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

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

**Chronic Absenteeism**

Chronic Absenteeism Factors contributing:

- Club Vinland
- Hawk Soar focused on attendance as a reward.
- CWA/HSL home visits
- Saturday Academy to recover absences

**Suspensions Per 100**

- Increase in student incentives.
- Tough kids PL for strategies to increase positive interactions.
- Student of the Month focusing on Character Traits
- Hawk Soar, incentives for students to engage in positive behavior
- Saturday Academy to re-engage students in school

**ADA Attendance**

- Club Vinland
- Hawk Soar focused on attendance as a reward.
- CWA/HSL home visits
- Saturday Academy to recover absences

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

**Chronic Absenteeism**

Chronic Absenteeism: Over the past three years data is as follows:

- Decrease from 24% to 23% for Black students
- Increase from 18% to 19% for Hispanic students
- Decrease from 20% to 18% for White students
- Decrease from 9% to 5% for EL students
- Increase from 18% to 22% for SPED students.

**Suspensions Per 100**

Suspensions: Over the past three years data is as follows:

- Black 11.6%
- Hispanic 3.3%
- White 5.5%
- SPED 1.5%
- EL 2.7%
- Grades K have the highest suspension rate

**ADA Attendance**

- Decrease from 24% to 23% for Black students
- Increase from 18% to 19% for Hispanic students
- Decrease from 20% to 18% for White students
- Decrease from 9% to 5% for EL students
- Increase from 18% to 22% for SPED students.

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

<b>1</b> SSC:
See Stakeholder's attachment

<b>2</b> ELAC:
See Stakeholder's attachment

<b>3</b> Staff:
See Stakeholder's attachment

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

Funding provided to support attendance and positive behaviors through Club Vinland and Hawk Soar helped to increase student attendance. Behavior criteria for Hawk Soar needs to be refined and tightened to further support positive student behaviors.
--

### Action 1

**Title:** Social Emotional/Absenteeism/Suspension

[Action Details:](#)

Current reality: Out of school suspension instance per 100 of 8.34%. Chronic Absenteeism rate 17.34%.

- By May 2019, the percentage of school suspension instances per 100 will decrease from 8.34% to 7.34%.
- By May 2019, the ADA will decrease from 17.34% to 15.34%

Vinland Elementary will implement a tiered level of response to behavior incidents and a character counts building program to reduce suspension rates, increase classroom attendance, lessen distractions for all learners, enhance campus safety, and improve staff/student relationships. The Climate & Culture team will meet monthly to review data and determine actions to support a positive school climate. A Resource Counseling Assistant will provide an alternative recess location, individual and small group social/emotional supports, along with positive connections with adults. As a proactive and positive approach to classroom environment, behavior management, building social awareness, and maintaining a positive school culture, Vinland will build upon current Safe and Civil structures ([Class Meetings That Matter](#), [Second Step](#), [Olweus Bullying](#), and [Tough Kids](#)).

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

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

- Develop Classroom Management Plans and monitor viability.
- CCI of common areas procedures and classrooms as measured by:
  - suspension/expulsion data
  - office referral data
  - behavioral incidents
  - parent feedback (meetings, surveys, individual)
  - staff feedback (meetings, surveys, individual)
  - community feedback (meetings, surveys, individual)

Owner(s):

- Teachers
- Paraprofessionals
- Climate and Culture Team
- Classified Staff
- Parents
- Administrators

Timeline:

- Quarterly
- Monthly CCI with Culture and Climate team

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

AC, SST, and Climate and Culture team supports for behavior and motivation strategies

Owner(s):

- Teachers
- Support Personnel:
  - RSPTeacher
  - Speech Teacher
  - Counselor
  - Psychologist
- Administrators

Timeline:

Monthly

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

- Family Foundations (counselors) provide feedback monthly on progress of students receiving services.

Owner(s):

- Counselors
- Administrators

Timeline:

Monthly

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

Implementation in classrooms of a 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. Implementation of Class Meetings, Olweus Bullying, and Second Step lessons to support student Social and Emotional Learning. Measured/evidenced by Teacher Verification Form

Owner(s):

- Teachers
- Paraprofessionals
- Teaching Fellows

Timeline:

Weekly

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

Students provided Hawks SOAR Reward Classroom Chart that shows students their progress towards earning HAWKS SOAR reward.

Owner(s):

Teachers

Timeline:

Daily

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

HAWKS SOAR criteria and incentives articulated school wide, in classrooms, to parents, and to support staff as evidenced by IPG and literal notes with feedback school-wide, with ILT/ Accountable Community/ grade level, and with classroom teachers), paraprofessionals, and support staff.

Owner(s):

- Teachers
- Administrators
- Home School Liaison

Timeline:

Monthly

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

Student participation in HAWKS SOAR weekly/monthly as monitored by teacher weekly/monthly monitoring sheets given to administration.

Owner(s):

- Teachers
- Administrators

Timeline:

Weekly

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

Perfect attendance incentives (prizes, recognition, phone calls, etc) to students based on AC/school criteria. As monitored by ADA rate, suspension/expulsion rate, discipline referral).

Owner(s):

- Teachers
- Paraprofessionals
- Office
- Home School Liaison
- Administrators
- Community Sponsors

Timeline:

- TK-1st: Daily/Weekly/Monthly/Quarterly
- 2nd-6th: Weekly/Monthly/Quarterly

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

Celebrate AC and school benchmarks/milestones accomplished.

Owner(s):

- Teachers
- NTAs
- Classified Personnel
- Paraprofessionals
- Administrators

Timeline:

Quarterly

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

- "Hawk Room" alternative recess location for students in grades TK-6 staffed by a Resource Counseling Assistant.
- "Hawk Room" social/emotional supports to teach students social skills needed to be successful and feel connected to school.
- Extra time for Resource Counseling Assistant to attend parent meetings, SST's, IEP's, 504's, and parent/teacher conferences.

Owner(s):

- Teachers
- Resource Counseling Assistant
- Climate & Culture Team
- Administration

Timeline:

- Implementation begins the first day of school and continues through June, 2019
- Climate & Culture Team will review monthly

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

- "Hawk Room" alternative recess location for students in grades TK-6 staffed by a Resource Counseling Assistant.
- "Hawk Room" social/emotional supports to teach students social skills needed to be successful and feel connected to school.
- Extra time for Resource Counseling Assistant to attend parent meetings, SST's, IEP's, 504's, and parent/teacher conferences.
- CCI of common areas procedures and classrooms as measured by suspension/expulsion data, office referral data, behavioral incidents, parent feedback (meetings, surveys, individual), staff feedback (meetings, surveys, individual), community feedback (meetings, surveys, individual).
- AC, SST, and Climate and Culture team supports for behavior and motivation strategies
- Family Foundations (counselors) provide feedback monthly on progress of students receiving services.
- Implementation in classrooms of a 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. Implementation of Class Meetings, Olweus

Specify enhanced services for EL students:

- Supports (materials and supplies) for foster youth and socio-economically disadvantaged students
- Considerations for placement of EL, foster youth, economically disadvantages in Clubs (Good News, Boys to Men, Girl Power, Student Leadership, Club Vinland)
- Mentoring/ Tutoring (Tuesday Tutors, Homework Club, 4th-6th grade math mentors/tutors)
- Counseling

Bullying, and Second Step lessons to support student Social and Emotional Learning.  
Measured/evidenced by Teacher Verification Form.

- HAWKS SOAR criteria and incentives articulated school wide, in classrooms, to parents, and to support staff as evidenced by IPG and literal notes with feedback school-wide, with ILT/ Accountable Community/ grade level, and with classroom teachers), paraprofessionals, and support staff.
- Students provided Hawks SOAR Reward Classroom Chart that shows students their progress towards earning HAWKS SOAR reward.
- Student participation in HAWKS SOAR weekly/monthly as monitored by teacher weekly/monthly monitoring sheets given to administration.
- Perfect attendance incentives (prizes, recognition, phone calls, etc) to students based on AC/school criteria. As monitored by ADA rate, suspension/expulsion rate, discipline referral).
- Celebrate AC and school benchmarks/milestones accomplished.
- Character Trait Monthly Focus
- Materials and Supplies for Student 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, Bi-Monthly 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, Clubs (Good News, Boys to Men, Girl Power) 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

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

- Parent meetings and training (Coffee Hour, Parent University, SSC Title 1, etc) on how to support positive interactions and proactive supports at home
- Parent handbooks and compact provided to parents Title 1 Meeting (included in discussion the incentives for student decreased suspension rate an increased ADA rate)
- Parent Handbook that includes school and district rules and policies.
- Parent meetings to explain and cover Parent Handbooks
- Parent and teacher shared involvement with school event, clubs, and activities to decrease suspension rate and increase ADA rate (Awards Assemblies (Quarterly), Character Counts, WOW Awards, Caught Being Good, Golden Tickets, Red Ribbon Week, Book Fair, Student of the Month (SOM) Awards and luncheons, Bi-Monthly 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, Clubs (Good News, Boys to Men, Girl Power) Mentoring/ Tutoring (Tuesday Tutors, Homework Club, math mentors/tutors, etc.)
- Parent meeting and school communication (ATLAS, Parent Portal, eduText, etc) to support parent knowledge of school systems and district policies
- Babysitting at parent meetings and Parent University
- Translation services will be provided at meetings, in school communications, for parent conferences (Fall), and SST/IEPs
- Parent participation materials and supplies for communications and meetings (paper, office supplies,

#### Describe Professional Learning related to this action:

- PL (refresher) on basic Principles of Behavior and Motivation for clarity of how behavior is learned and the role of teacher
- Management plans to shape student behavior in positive and successful directions (Chapter 1, CHAMPS)
- PL on tasks, suggestions, and examples of manipulating variables (schedule, physical setting, attention signals, beginning and ending routines, procedures for managing student work, and strategies for getting student to be academically engaged during independent times) (Chapter 2, CHAMPS).
- PL on developing classroom management plans with AC, admin, and staff feedback and how to align plans in support of student engagement and learning (Chapter 2, CHAMPS).
- Staff side by side learning opportunities with district and/or school personnel PL on Safe and Civil, Class Meetings That Matter, Olweus Bullying, and Second Step PL to review student videos, communication, and display advertising of school wide GGS, rules, behaviors and expectations in common areas and in the classroom



student academic resources, books, xeroxing, art supplies, speaking devices, translation services,  
technology assistance, refreshments, technology repair, butcher paper, data collection communication, etc)

## 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0470 Vinland Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Counseling 18 hours per week.	34,200.00
G4A1	Sup & Conc	Guidance & Counseling Services	Direct-Other			Counseling evaluation fee 2%	798.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.8750	RCA also supports G1, A1, 2, & 3	47,336.00
G4A1	LCFF: EL	Guidance & Counseling Services	Subagreements			Family Foundation Services : Counseling to support EL's (3 hours/week)	5,700.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.1250	RCA also supports G1, A1, 2, & 3	6,762.00

**\$94,796.00**

# 2018-2019 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			Teacher supplemental salaries for planning (Individual, AC, ILT, Safe and Civil, SST)	5,987.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies Also supports G1A1,2, 3 (No food or incentives)	10,716.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology-tablets, carts, PLI Also supports Goal 1, Action 2,3	10,000.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : 2 TF's to support Kindergarten ELA; Reading intervention gr. 1-6	17,200.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent participation-GW/Office Max, etc... (No food or incentives)	1,082.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3750	ELA intervention	41,304.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for SST's/IEP's/data chats/peer observations	9,956.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental Salaries for planning (Individual, AC, ILT, Safe and Civil, SST)	5,987.00
G1A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.1875	G1A1 &3	6,313.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.0625	ELA intervention	6,884.00
G1A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.2500	G1A1 &3	8,416.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and supplies Also supports Goal 1, Actions 2 and 3 Goal 2, Action 1	7,632.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology-tablets, carts, e-beams, etc...Also supports Actions 1 and 3	11,000.00
G1A2	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : 2 TF's to support technology/computer assistant	17,200.00
G1A3	Title 1 Basic	Instruction	Direct-Graph			Graphics-parent handbook, posters, etc.	1,000.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and supplies	1,759.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			: Technology	1,000.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC assessors	1,000.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Sup			Translation services for parent conferences and meetings-various languages	306.00
G1A3	LCFF: EL	Parent Participation	Oth Cls-Supp			Babysitting for Parent classes/SSC/ELAC	734.00
G1A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext			Translation Services/HSL	729.00
G2A1	Sup & Conc	Instruction	Direct-Maint			Also supports Goals 1, 3, & 4. Repairs and maintenance for technology	1,500.00
G2A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Babysitting parent classes/SSC/ELAC	612.00
G2A1	Sup & Conc	Parent Participation	Mat & Supp			: Parent participation, student incentives (Food, incentives, materials)	1,000.00
G2A1	LCFF: EL	Parent Participation	Mat & Supp			Parent participation (Food, incentives,, materials and supplies) Also supports Goal 1, Actions 1, 2, 3	1,000.00

G4A1	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Counseling 18 hours per week.	34,200.00
G4A1	Sup & Conc	Guidance & Counseling Services	Direct-Other			Counseling evaluation fee 2%	798.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.8750	RCA also supports G1, A1, 2, & 3	47,336.00
G4A1	LCFF: EL	Guidance & Counseling Services	Subagreements			Family Foundation Services : Counseling to support EL's (3 hours/week)	5,700.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.1250	RCA also supports G1, A1, 2, & 3	6,762.00
							<b>\$265,113.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$45,985.00
Sup & Conc	7090	\$184,838.00
LCFF: EL	7091	\$34,290.00
<b>Grand Total</b>		<b>\$265,113.00</b>

Goal Totals	Budget Totals	
G1 - All students will excel in reading, writing, and math	\$166,205.00	
G2 - All students will engage in arts, activities, and athletics	\$4,112.00	
G4 - All students will stay in school on target to graduate	\$94,796.00	
<b>Grand Total</b>		<b>\$265,113.00</b>