

Vang Pao Elementary

10621660119339

Principal's Name: Yua Lee

Principal's Signature:

A handwritten signature in blue ink that reads "Yua Lee". The signature is written in a cursive style with a large initial "Y" and "L".

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

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Assurances	<i>Consolidated Program Assurances</i>
School Site Council	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Additional Documents	<i>Site Parent Involvement Policy/Compact/SSC Bylaws</i>
School Quality Review Process	<i>Data Analysis and identification of needs and goals</i>
School Report Card	<i>Needs Assessment</i>
Action Plan	<i>Action designed to meet the needs and accomplish the goals</i>
Budget	<i>Allocations and planned expenditures</i>

District Goals	
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.	
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

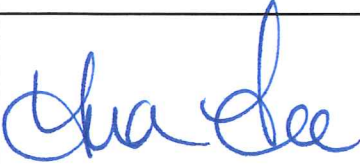

<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Yua Lee	X				
2. Chairperson – Steve Baiz		X			
3. Carmen Cruz		X			
4. Paul Hayer			X		
5. Carrie Given		X			
6. Jessica Maldonado				X	
7. Margarita Villasenor				X	
8. Isabel Vargas (DAC)				X	
9. Maria Esther Gallardo				X	
10. Angelica A. Guzman (Secretary)				X	
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

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	Yua Lee		3/15/17
SSC Chairperson	Steve Baiz		3/15/17

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

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2017/18

Vang Pao - 0567

ON-SITE ALLOCATION

3010	Title I	\$69,507 *
7090	LCFF Supplemental & Concentration	\$232,647
7091	LCFF for English Learners	\$174,879
TOTAL 2017/18 ON-SITE ALLOCATION		\$477,033

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,305
Remaining Title I funds are at the discretion of the School Site Council	\$68,202
Total Title I Allocation	\$69,507

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	28/68	N/A ³	16.99%	28.44%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	22/68	N/A ³	15.87%	24.20%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	3169	District Dashboard (Goal 1): Percentage of 3rd grade students reading at grade level	39/66	N/A ³	10.66%	21.65%	N/A ³	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	54/68	0.00% ⁴	59.65%	60.28%	40.67%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3751	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	54/63	N/A ⁶	9.73%	18.98%	1.68%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3752	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	39/63	N/A ⁶	43.36%	46.72%	11.76%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	65/67	N/A ⁷	N/A ⁷	13.15%	32.23%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	45/67	N/A ⁸	N/A ⁸	18.05%	36.01%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English Learner students redesignated (current progress).	58/68	9.57%	21.40%	10.76%	17.63%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	863	Annual Measurable Achievement Objective 2: Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	38/68*	14.37%	23.72%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	25/68	42.12%	39.27%	40.20%	40.38%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	48	ADA Attendance Rate	16/68	95.04%	95.56%	95.73%	95.84%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	18/69	15.11%	11.53%	12.61%	9.64%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input checked="" type="checkbox"/>	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	17/68	N/A ¹⁰	N/A ¹⁰	28.59%	30.75%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	1/69	9.57%	0.23%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate

<input checked="" type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	21/68	9.46%	9.25%	4.34%	1.56%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	1/68	0.12%	0.00%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate
<input checked="" type="checkbox"/>	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	57/67	50.40%	68.61%	21.12%	33.33%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	7132	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	50/68	N/A ¹³	N/A ¹³	69.16%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7133	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	59/69	N/A ¹³	N/A ¹³	58.77%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7134	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	68/68	N/A ¹³	N/A ¹³	44.36%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7135	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	53/68	N/A ¹³	N/A ¹³	67.79%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student

Notes

* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year

- 7. Formative Assessment started in '15-16 School Year
- 8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
- 9. Updated once we have Annual Report from CDE
- 10. Ties to official ATLAS reporting starting in '15-16 School Year
- 11. District level indicator - requiring CDE data submission
- 12. Project launched in '15-16 School Year
- 13. Tracking started in '15-16 School Year (Baseline Year)
- 14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

Elementary Segment Example:

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

High School Segment Example:

In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : No Yes | Approval Date : 03/16/2017

Last Edit: yua.lee - 03/03/2017

Save

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0567 Vang Pao Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.438	Certificated Tutor to support Action 1 (3rd graders reading on grade level) and 2 (increase percentage of students meeting and exceeding on CAASPP), and Action 4 (support ELLs on Re-designation & Advancing a level every year)	39,795.00
1	1	Title 1 Basic	Instruction	Mat & Supp			Supplemental instructional materials and supplies for students and teachers to support Actions 1 to 4 and all curricular content areas.	8,154.00
1	1	Title 1 Basic	Instruction	Direct-Maint			Direct Maintenance for Technology to support Actions 1 through 7.	1,000.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.438	Certificated Tutor to support Action 1 (3rd graders reading on grade level) and 2 (increase percentage of students meeting and exceeding on CAASPP), and Action 4 (support ELLs on Re-designation & Advancing a level every year)	39,795.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Substitutes to provide teachers release time for Professional Learning and planning on and off site to support students' academic and social emotional learning as well as English Learners in Redesignation and advancement of one proficiency and Action 1 through 7.	6,393.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts provided for AC teams and Lead Teachers to meet to analyze data, plan instruction and strategies to support student academic and social emotional learning addressing Actions 1 to 7.	14,801.00
1	1	Sup & Conc	Instruction	Bks & Ref			Instructional support software program licenses; will pay for I-Ready, STAR (AR), and others such as StarFall and Moby Max based on needs to support Actions 1 to 4.	15,000.00
1	1	Sup & Conc	Instruction	Mat & Supp			Supplemental instructional materials and supplies for students and teachers to support Actions 1 to 7 and all curricular content areas.	15,760.00
1	1	Sup & Conc	Instruction	Nc-Equipment			Purchase of tablets and other needed technology such as printers, projector bulbs, document cameras, etc to support instruction of students' academic and social emotional learning to address Actions 1 to 7	35,000.00
1	1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows: to support struggling students in grades K to 6 grade to support Actions 1 and 2. 4 Teaching Fellows will support intervention with 2 Certificated Tutors to pull small groups at least 40 minutes for at least 4 days a week. 2 Teaching Fellows will be utilized to support 1st grade teachers with small group/differentiated instruction during Blended Learning time.	63,301.00
1	2	Sup & Conc	Instruction	Direct-Food			Direct Food Services for Professional Learning of staff to support student academics and social emotional learning needs.	1,500.00
1	2	LCFF: EL	Instruction	Teacher-Supp			Supplemental contracts provided for AC teams and Lead Teachers to meet to analyze data, plan instruction and strategies to support student academic and social emotional learning addressing Actions 1 to 7.	15,395.00
1	2	LCFF: EL	Instruction	Bks & Ref			Instructional support software program licenses; will pay for Imagine Learning, I-Ready, STAR (AR), and others such as StarFall and Moby Max based on needs to support Actions 1 to 4.	15,000.00

2	1	Sup & Conc	Instruction	Copier Maint			Copier Lease for staff to utilize upstairs for instructional support to address Actions 1 to 4	5,000.00
2	1	Sup & Conc	Instruction	Direct-Graph			Graphics department will be utilized for various certificates and incentives to support academics and social emotional learning needs of students for Actions 1 to 7.	5,000.00
2	2	LCFF: EL	Instruction	Nc-Equipment			Purchase of tablets and other needed technology such as printers, projector bulbs, document cameras, etc to support instruction of English Language Learners in academic and social emotional learning to address Actions 1 to 7	35,000.00
2	2	LCFF: EL	Instruction	Direct-Maint			Direct Maintenance for Technology to support Actions 1 through 7.	1,000.00
3	1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.438	Certificated Tutor to support Long Term & students at-risk of becoming Long Term English Learners in grades 3 to 6. CT will also support any new-comers in the same grade levels as needed.	39,795.00
3	2	LCFF: EL	Instruction	Teacher-Subs			Substitutes to provide teachers release time for Professional Learning and planning on and off site to support English Learners in Redesignation and advancement of one proficiency and Action 1, 2 and 3.	14,526.00
3	2	LCFF: EL	Instruction	Mat & Supp			Supplemental instructional materials and supplies for English Language Learner students and teachers to support Actions 1 to 4 and all curricular content areas.	35,203.00
3	2	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors to support assessment of English Language Learners	5,000.00
3	1	LCFF: EL	Parent Participation	Cls Sup-Sup			Provide babysitting for parents to be engaged in school events and activities such as ELAC, SSC, and parent classes to support Action 1 through 7.	3,012.00
3	2	LCFF: EL	Parent Participation	Mat & Supp			Provide food for parent meetings such as ELAC and for various other parent trainings.	1,000.00
4	2	Title 1 Basic	Instruction	Teacher-Subs			Substitutes to release staff for students to be engaged in Peer Mediation, Peach Blossom, and other engagement activities to support student social emotional learning and culture & climate.	1,163.00
4	2	Title 1 Basic	Parent Participation	Cls Sup-Sup			Provide babysitting for parents to be engaged in school events and activities such as ELAC, SSC, and parent classes to support Action 1 through 7.	3,012.00
4	2	Sup & Conc	Instruction	Direct Trans			Transportation for students as needed to promote student engagement for off campus extra-curricular activities such as Peach Blossom and Peer Mediation, etc.	1,000.00
4	2	Sup & Conc	Parent Participation	Mat & Supp			Food for parent meetings such as SSC & ELAC and for various other parent trainings.	500.00
4	2	Sup & Conc	Parent Participation	Mat & Supp			: Parent Materials and Supplies to support parent engagement and communication for Actions 1 to 7 such as student planners for grades 4 to 6 and student folders for grades TK to 3rd.	2,000.00
5	2	Title 1 Basic	Parent Participation	Mat & Supp			Parent Materials and Supplies to support parent engagement for Actions 1 to 7	500.00
5	1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	0.438	HSL to support parent engagement and involvement in school meetings such as SSC and ELAC and parent trainings. To support Actions 1 through 7.	14,663.00
5	2	Sup & Conc	Attendance & Social Work Service	Cons Svc/Oth			: Contract for FunWorks to support student attendance and truancy rate for students with perfect attendance quarterly and build culture and climate for school wide assemblies addressing social emotional learning needs.	2,500.00
6	1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.438	HSL to support parent engagement and involvement in school	13,883.00

1			Attendance & Social Work Service	Cls Sup-Reg		0.438	meetings such as SSC and ELAC and parent trainings. To support Actions 1 through 7.	13,883.00
6	2	Title 1 Basic	Attendance & Social Work Service	Local Mileag			HSL(s) mileage for home viists to support Actions 1 to 7.	2,000.00
6	2	Sup & Conc	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.375	Resource Counseling Assistant to support student social emotional learning for Action 5, 6 & 7.	10,434.00
6	1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext			HSLs will provide translation services for parent meetings and trainings. HSLs will make needed phone calls to parents regarding teacher concerns for academics and social emotional learning. Supports Actions 1 to 7	9,948.00
								\$477,033.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$69,507.00
Sup & Conc	7090	\$232,647.00
LCFF: EL	7091	\$174,879.00
Grand Total		\$477,033.00

Domain Totals	Budget Totals
Academic	\$330,300.00
SEL / Culture & Climate	\$146,733.00
Grand Total	\$477,033.00

Vang Pao Elementary 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3169 - 3rd grade students reading at grade level	21.65	32	California Teaching Fellows Foundation
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	28.44	33	Curriculum Assoc, LLC (iReady)

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Vang Pao will continue to implement district adopted comprehensive program for language arts (Wonders) and plan instruction aligned with Common Core State Standards (CCSS) for all students and in tandem with California English Language Arts and English Language Development Frameworks to support our English Language Learners. Vang Pao will implement a comprehensive reading support and intervention program through a daily 45 minute blended learning block with an emphasis on guided reading for all students and early literacy skills for students in grades TK-3 and in grades 4-6 support students' with reading strategies and comprehension of text. 2 Teaching Fellows will be provided to support 1st grade teachers during their Blended Learning block. I-Ready and other online licenses will be provided to support Blended Learning for students to practice and extend their learning of grade level skills and standards. 2 Certificated Tutors (.4375) and 4 Teaching Fellows will be provided to pull students needing additional support and intervention. Teachers will continue to implement and refine school wide reading comprehension strategies and ongoing professional development through participation in the Leading with Learning Work (WestEd) and be provided additional on-site training on Guided Reading and other strategies to support students' access, reading, and comprehension of complex text.

SMART Goals

By the end of May 2018, number and percentage of 3rd grade students who are on grade level will increase from 21.65% to 32%.

By the end of May 2018, number and percentage of students meeting or exceeding the grade level standards on the CASSPP for English Language Arts will increase from 28.44% to 35%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- ELA Interim Assessments (1st-6th)
- AC Created Common Formative Assessments & Running Records
- BAS (K-3rd)
- DRP (2nd-6th)
- KAIG & T-KAIG
- CAASSPP Data
- Classroom Observations, AC Agenda Items, Notes, and Feedback

All data will be analyzed and used by teachers and grade level (ACs) to inform the instructional path and planning for next steps to re-engage or enrich the learning needs of all students.

- Submit Data and Plans to Administration

Certificated Tutors and Teaching Fellows will monitor, on a weekly basis with Running Record data for students in K-3 for student progress. Progress of students in Intervention will be monitored every 4 to 6 week to determine next steps and shared with Administration and classroom teachers.

- Submit Data and Plans to Administration

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

Parent engagement and activities to support action:

- Parent University Courses
- Title 1 Parent Meeting
- Back to School Night
- Coffee Chats
- Student Success Team (SSTs) Meetings
- Parent-Teacher Conferences
- Open House
- Quarterly Awards Assemblies
- School Messenger
- Student Folders and Agendas/Planners (TK - 6th)

Share ELA performance data during:

- ELAC
- SSC
- Parent-Teacher Conferences
- IEPs
- SSTs

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- High-quality first instruction of ELA standards utilizing Wonders resources and materials ensuring the 4 Tights of Classroom Foundations: Objective, Aligned Instruction, Assessment (Checking for

Owner(s):

- Principal
- Vice Principal
- Instructional Leadership Team
- Certificated Tutor (s)
- Classroom Teachers & AC Teams
- TSA
- Vang Pao Language Team

Timeline:

- **District Assessments:**
Quarterly
- **Grade Level/Teacher:**
Daily
Weekly
- **Progress Monitoring:**
Every 4 to 6 weeks
Quarterly

Describe Related Professional Learning:

- 4 Days of Professional Learning with West-Ed (Leading with Learning Work)
- 4 Days of Coaching/Planning with West-Ed (Leading with Learning Work)
- On-Site Training of Guided Reading Strategy
- Data Analysis and Action Planning by teacher, AC teams, and school-wide
- Use of Learning by Doing and Design in Five books to support planning off of Essential Standards
- Digital Literacy and Technology Supports
- Professional Learning provided by Vang Pao Language Team to support needs of English Language Learners
- Use of components of Instructional Practice Guide (IPG) for Literacy

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Designated and Integrated ELD
- Use and instruction of Academic Discourse

Understanding), and Closure

- 45 Daily Blended Learning Block-differentiated small instruction for all students provided by classroom teachers
- 2 Teaching Fellows to support 1st grade Blended Learning Block
- 2 Certificated Tutors and 4 Teaching Fellows for small group intervention for targeted students off BAS, Interim, DRP, KAIG Data (K-6)
- 1 Certificated Tutor to support English Language Learners (Long-Terms) and those close to becoming Long Term English Learners (L-TEs) towards Redesignation
- AC created Common Formative Assessments & Data Analysis
- Supplemental Contracts for Teachers (i.e. Planning, Tutoring, Language Team)
- Substitutes to support Professional Learning and Planning needs of ACs, Teachers, Language Team, ILT and monthly SSTs
- Direct Services-for Food Services for professional learning of teachers and parent engagement
- Purchase Orders provided to Vendors such as Savemart, Costco, ect. to support student/parent engagement/activities and staff professional learning
- On-line Instructional Programs, such as, I-Ready, STAR (AR), Star Fall and other computer based technology programs to support reading, differentiated, and intervention of students for ELA
- Additional Copy Machine and copy machines' maintenance to support/provide materials
- Graphics-direct services for additional materials such as charts, booklets, and other resources necessary to support reading, differentiated, and intervention of students for ELA
- Supplemental classroom materials, supplies, and resources such as:
 - tablets, projectors, headphones, and other technology items required/needed to support instruction and intervention for students
 - chart tablets, notebooks, paper, pencils, pens, markers, dry-erase boards, dry-erase pens, and other items to support reading, math, and language instruction and intervention
- Disaggregated data of English Language Learners (ELLs) on AC grade level, district, and school-wide data
- 1 Certificated Tutor to support English Language Learners (Long-Terms) and those close to becoming Long Term English Learners (L-TEs) towards Redesignation
- 2 Home School Liaisons (1 Spanish and 1 Hmong for Support) to support and communicate with parents

Vang Pao Budgeted Expenditures

Action	Year	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1		1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.4375		Certificated Tutor to support Action 1 (3rd graders reading on grade level) and 2 (increase percentage of students meeting and exceeding on CAASPP), and Action 4 (support ELLs on Re-designation & Advancing a level every year)	\$ 39,795.00
1		1	Title 1 Basic	Instruction	Teacher-Regular Salaries	Tutor	0.4375		Certificated Tutor to support Action 1 (3rd graders reading on grade level) and 2 (increase percentage of students meeting and exceeding on CAASPP), and Action 4 (support ELLs on Re-designation & Advancing a level every year)	\$ 39,795.00
1		1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Substitutes to provide teachers release time for Professional Learning and planning on and off site to support students' academic and social emotional learning as well as English Learners in Redesignation and advancement of one proficiency and Action 1 th	\$ 6,393.00
1		1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental contracts provided for AC teams and Lead Teachers to meet to analyze data, plan instruction and strategies to support student academic and social emotional learning addressing Actions 1 to 7.	\$ 14,801.00
1		2	LCFF: EL	Instruction	Teacher-Supplemental Salaries				Supplemental contracts provided for AC teams and Lead Teachers to meet to analyze data, plan instruction and strategies to support student academic and social emotional learning addressing Actions 1 to 7.	\$ 15,395.00
1		2	LCFF: EL	Instruction	Books & Other Reference				Instructional support software program licenses; will pay for Imagine Learning, I-Ready, STAR (AR), and others such as StarFall and Moby Max based on needs to support Actions 1 to 4.	\$ 15,000.00
1		1	Sup & Conc	Instruction	Books & Other Reference				Instructional support software program licenses; will pay for I-Ready, STAR (AR), and others such as StarFall and Moby Max based on needs to support Actions 1 to 4.	\$ 15,000.00
1		1	Sup & Conc	Instruction	Materials & Supplies				Supplemental instructional materials and supplies for students and teachers to support Actions 1 to 7 and all curricular content areas.	\$ 15,760.00
1		1	Sup & Conc	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	Teaching Fellows: to support struggling students in grades K to 6 grade to support Actions 1 and 2. 4 Teaching Fellows will support intervention with 2 Certificated Tutors to pull small groups at least 40 minutes for at least 4 days a week. 2 Teaching Fel	\$ 63,301.00
1		1	Sup & Conc	Instruction	Non Capitalized Equipment				Purchase of tablets and other needed technology such as printers, projector bulbs, document cameras, etc to support instruction of students academic and social emotional learning to address Actions 1 to 7	\$ 35,000.00
1		2	Sup & Conc	Instruction	Direct-Food Services (Dr)				Direct Food Services for Professional Learning of staff to support student academics and social emotional learning needs.	\$ 1,500.00
1		1	Title 1 Basic	Instruction	Materials & Supplies				Supplemental instructional materials and supplies for students and teachers to support Actions 1 to 4 and all curricular content areas.	\$ 8,154.00
1		1	Title 1 Basic	Instruction	Direct-Maintenance (Dr)				Direct Maintenance for Technology to support Actions 1 through 7.	\$ 1,000.00
									Total	\$ 270,894.00

Action # 2

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	24.2	30	Other - Please specify within action

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Vang Pao will continue to implement district adopted comprehensive program for math (Go-Math). Program will be utilized to plan instruction aligned with Common Core State Standards (CCSS) to provide learning opportunities with emphasis on conceptual and procedural understanding leading to opportunities for application to real world problems to include digital application using technology for all students and in tandem with California English Language Arts and Language Development Frameworks to support our English Language Learners. Emphasis in each math lesson will be on Instructional Shifts: Focus, Coherence, and Rigor.

SMART Goals

By the end of May 2018, number and percentage of students meeting and exceeding the grade level standards on the CAASPP for math will increase from 24.2% to 30%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Owner(s):

Timeline:

- Interim Assessments (K-6th)
- AC Created Common Formative Assessments (TK-6th)
- KAIG & T-KAIG
- Classroom Observations and AC Agenda Items and Notes
- CAASSPP Data

- Principal
- Vice Principal
- Instructional Leadership Team
- Classroom Teachers & AC Teams
- TSA
- Vang Pao Language Team

- **District Assessments:**
Quarterly
- **Grade Level/Teacher:**
Daily
Weekly
- **Progress Monitoring:**
Every 4 to 6 weeks
Quarterly

All data will be analyzed and used by teachers and grade level (ACs) to inform the instructional path and planning for next steps to re-engage or enrich the learning needs of all students.

Describe Related Professional Learning:

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

Parent engagement and activities to support action:

- Data Analysis and Action Planning by teacher, AC teams, and school-wide

- Parent University Courses
- Title 1 Parent Meeting
- Back to School Night
- Coffee Chats
- Student Success Team (SSTs) Meetings
- Parent-Teacher Conferences
- Open House
- Quarterly Awards Assemblies
- School Messenger
- Student Folders and Agendas/Planners (TK - 6th)

Share Math performance data during:

- ELAC
- SSC
- Parent-Teacher Conferences
- IEPs
- SSTs

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- High-quality first instruction of Math (CCSS) standards utilizing Go resources and materials ensuring the 4 Tights of Classroom Foundations: Objective, Aligned Instruction, Assessment (Checking for Understanding), and Closure
- AC created Common Formative Assessments & Data Analysis
- Supplemental Contracts for Teachers (i.e. Planning, Tutoring, Language Team)
- Substitutes to support Professional Learning and Planning needs of ACs, Teachers, Language Team, ILT and monthly SSTs
- On-line Instructional Programs, such as, I-Ready, STAR (AR), Star Fall and other computer based technology programs to support students for Math
- Direct Services-for Food Services for professional learning of teachers and parent engagement
- Purchase Orders provided to Vendors such as Savemart, Costco, ect. to support student/parent engagement/activities and staff professional learning
- Additional Copy Machine and copy machines' maintenance to support/provide materials
- Graphics-direct services for additional materials such as charts, booklets, and other resources necessary to support reading, differentiated, and intervention of students for Math
- Supplemental classroom materials, supplies, and resources such as:
 - tablets, projectors, headphones, and other technology items required/needed to support instruction and intervention for students
 - chart tablets, notebooks, paper, pencils, pens, markers, dry-erase boards, dry-erase pens, and other items to support reading, math, and language instruction and intervention

- Use of Learning by Doing and Design in Five books to support planning off of Essential Standards for Math
- Digital Literacy and Technology Supports for Math
- Professional Learning provided by Vang Pao Language Team to support needs of English Language Learners
- Use of components of Instructional Practice Guide (IPG) for Math
- PL from Math Instructional Coaches for:
 - deeper dive into planning for math
 - uses of quarterly planners along with Go-Math resources and manipulatives
 - Math Progression and Coherence

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Designated and Integrated ELD
- Use and instruction of Academic Discourse in Math
- Disaggregated data of English Language Learners (ELLs) on AC grade level, district, and school-wide data
- 1 Certificated Tutor to support English Language Learners (Long-Terms) and those close to becoming Long Term English Learners (L-TELEs) towards Redesignation
- Visual supports
- Use of math manipulatives and tools
- 2 Home School Liaisons (1 Spanish and 1 Hmong for Support) to support and communicate with parents

Vang Pao Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Copier Maintenance				Copier Lease for staff to utilize upstairs for instructional support to address Actions 1 to 4	\$ 5,000.00
2	2	LCFF: EL	Instruction	Non Capitalized Equipment				Purchase of tablets and other needed technology such as printers, projector bulbs, document cameras, etc to support instruction of English Language Learners in academic and social emotional learning to address Actions 1 to 7	\$ 35,000.00
2	2	LCFF: EL	Instruction	Direct-Maintenance (Dr)				Direct Maintenance for Technology to support Actions 1 through 7.	\$ 1,000.00
2	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics department will be utilized for various certificates and incentives to support academics and social emotional learning needs of students for Actions 1 to 7.	\$ 5,000.00
Total									\$ 46,000.00

Action # 3

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	10.76	15	Other - Please specify within action
2358 - EL's not advancing at least one proficiency level in Re-designation	40.2	30	Other - Please specify within action

New-Action
 On-going
 Reasoning: Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Vang Pao will continue to provide daily Designated English Language Development (ELD) along with Integrated ELD instruction utilizing the California English Language Development Frameworks in tandem with state adopted language arts and content area standards to support the English Language Development of our English Language Learners to advance at least one proficiency level a year towards the goal of Re-designation. Vang Pao will continue to implement instructional strategies from Leading With Learning work. A Certificated Tutor (CT .4375) will be provided to support Long-Term English Language Learners and also those at beginning levels (newcomers). 2 Home School Liaisons (A .4375 Spanish and A .4375 Hmong) will be provided for communication and home visits.

SMART Goals

By June of 2018, the number and percentage of English Language Learners not advancing at least one proficiency level on the current state assessment from previous year CELDT will decrease 40% to 30%.

By June of 2018, the number and percentage of Long-Term or soon to be Long-Term English Learners will decrease by at least 15%. 15% Redesignation of Long-Term or soon to be Long-Term English Learners as indicated by ATLAS EL Redesignation Goal Setting Sheet, and a increase in the number and percentage of English Learners by at least 5% Redesignation school wide.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- ELPAC Data
- ELA Interim Assessments (K-6th)
- AC Created Common Formative Assessments & Running Records
- BAS (K-3rd)
- DRP (2nd-6th)
- KAIG & T-KAIG
- EL Goal Setting-ATLAS
- Classroom Observations, AC Agenda Items, Notes, and Feedback

All data will be analyzed and used by teachers and grade level (ACs) to inform the instructional path and planning for next steps to re-engage or enrich the learning needs of all students.

- Submit Data and Plans to Administration

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

Parent engagement and activities to support action:

- Parent University Courses
- Title 1 Parent Meeting
- Back to School Night
- Coffee Chats
- Student Success Team (SSTs) Meetings
- Parent-Teacher Conferences
- Open House
- Quarterly Awards Assemblies
- School Messenger
- Student Folders and Agendas/Planners (TK - 6th)

Share ELA, Math, and CELDT performance data during:

- ELAC
- SSC
- Parent-Teacher Conferences
- IEPs
- SSTs

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- High-quality first instruction of ELA standards utilizing Wonders resources and materials ensuring the 4 Tights of Classroom Foundations: Objective, Aligned Instruction, Assessment (Checking for Understanding), and Closure
- 45 Daily Blended Learning Block-differentiated small instruction for all students provided by classroom

Owner(s):

- Principal
- Vice Principal
- Instructional Leadership Team
- Certificated Tutor (s)
- Classroom Teachers & AC Teams
- TSA
- Vang Pao Language Team

Timeline:

- **District Assessments:**
Quarterly
- **Grade Level/Teacher:**
Daily
Weekly
- **Progress Monitoring:**
Every 4 to 6 weeks
Quarterly

Describe Related Professional Learning:

- 4 Days of Professional Learning with West-Ed (Leading with Learning Work)
- 4 Days of Coaching/Planning with West-Ed (Leading with Learning Work)
- On-Site Training of Guided Reading Strategy
- Data Analysis and Action Planning by teacher, AC teams, and school-wide
- Use of Learning by Doing and Design in Five books to support planning off of Essential Standards
- Digital Literacy and Technology Supports
- Professional Learning provided by Vang Pao Language Team to support needs of English Language Learners
- Use of components of Instructional Practice Guide (IPG) for Literacy

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Designated and Integrated ELD
- Use and instruction of Academic Discourse
- Disaggregated data of English Language Learners (ELLs) on AC grade level, district, and school-wide data

teachers

- 2 Teaching Fellows to support 1st grade Blended Learning Block
 - 2 Certificated Tutors and 4 Teaching Fellows for small group intervention for targeted students off BAS, Interim, DRP, KAIG Data (K-6)
 - 1 Certificated Tutor to support English Language Learners (Long-Terms) and those close to becoming Long Term English Learners (L-TELEs) towards Redesignation
 - AC created Common Formative Assessments & Data Analysis
 - Contract for ELPAC Assessors to support testing English Learners on new state assessment
 - Supplemental Contracts for Teachers (i.e. Planning, Tutoring, Language Team)
 - Substitutes to support Professional Learning and Planning needs of ACs, Teachers, Language Team, ILT and monthly SSTs
 - Direct Services-for Food Services for professional learning of teachers and parent engagement
 - Purchase Orders provided to Vendors such as Savemart, Costco, ect. to support student/parent engagement/activities/incentives and staff professional learning
 - On-line Instructional Programs, such as, Imagine Learning, I-Ready, STAR (AR), Star Fall and other computer based technology programs to support reading, differentiated, and intervention of students for ELA
 - Additional Copy Machine and copy machines' maintenance to support/provide materials
 - Graphics-direct services for additional materials such as charts, booklets, and other resources necessary to support reading, differentiated, and intervention of students for ELA
 - 2 Home School Liaisons (1 Spanish and 1 Hmong for Support) to support and communicate with parents
 - Provide students incentives for English Learners who are Re-designated such as end of year celebration with parents providing refreshments and awards
 - Supplemental classroom materials, supplies, and resources such as:
 - tablets, projectors, headphones, and other technology items required/needed to support instruction and intervention for students
 - chart tablets, notebooks, paper, pencils, pens, markers, dry-erase boards, dry-erase pens, and other items to support reading, math, and language instruction and intervention
- 1 Certificated Tutor to support English Language Learners (Long-Terms) and those close to becoming Long Term English Learners (L-TELEs) towards Redesignation
 - 2 Home School Liaisons (1 Spanish and 1 Hmong for Support)

Vang Pao Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	LCFF: EL	Instruction	Teacher-Regular Salaries	Tutor	0.4375		Certificated Tutor to support Long Term & students at-risk of becoming Long Term English Learners in grades 3 to 6. CT will also support any new-comers in the same grade levels as needed.	\$ 39,795.00
3	2	LCFF: EL	Instruction	Teacher-Substitute Salaries				Substitutes to provide teachers release time for Professional Learning and planning on and off site to support English Learners in Redesignation and advancement of one proficiency and Action 1, 2 and 3.	\$ 14,526.00
3	1	LCFF: EL	Parent Participation	Classified Support-Supplemental				Provide babysitting for parents to be engaged in school events and activities such as ELAC, SSC, and parent classes to support Action 1 through 7.	\$ 3,012.00
3	2	LCFF: EL	Instruction	Materials & Supplies				Supplemental instructional materials and supplies for English Language Learner students and teachers to support Actions 1 to 4 and all curricular content areas.	\$ 35,203.00
3	2	LCFF: EL	Parent Participation	Materials & Supplies				Provide food for parent meetings such as ELAC and for various other parent trainings.	\$ 1,000.00
3	2	LCFF: EL	Instruction	Direct-Other (Dr)				ELPAC Assessors to support assessment of English Language Learners	\$ 5,000.00
Total									\$ 98,536.00

Action # 4

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
2080 - Students engaged in a goal 2 activity	21.12	75	Other - Please specify within action

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Vang Pao will engage and provide multiple opportunities in academic, athletic, arts, and social school events for all students and families throughout the school year. All students will participate in Goal 2 activities. Additionally, all Vang Pao students will be engaged in Elective Wheel for 45 minutes every week where students are provided opportunities to participate in activities focused around STEAM. Vang Pao staff will use district engagement data to ensure the participation of all students and seek to support any student who needs to be provided and engaged in academic, athletic, arts, and social school events. Vang Pao students will be recognized and provided incentives for their participation and accomplishments in academics, athletics, and social school activities/events.

SMART Goals

By the end of May 2018, number and percentage of students engaged in a goal 2 activity will increase from 21.12% to 75%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- Goal 2 participation rosters
- Student Surveys
- Parent Surveys
- Parent Needs Assessment (title 1)
- Sign in sheets from Parent University, Coffee Hours, ELAC, SSC, Back to School Night, and Open House

Owner(s):

- Principal
- Vice Principal
- Instructional Leadership Team
- Classroom Teachers & AC Teams
- TSA
- Coaches

Timeline:

- Monthly
- Quarterly
- Survey Data-once a year

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

Parent engagement and activities to support action:

- Parent University Courses
- Title 1 Parent Meeting
- Back to School Night
- Coffee Chats

Describe Related Professional Learning:

- Professional Learning provided around STEAM for Elective Wheel
- Collaboration and professional learning with EBAY-C on parent engagement and support

- Student Success Team (SSTs) Meetings
- Parent-Teacher Conferences
- Open House
- Quarterly Awards Assemblies
- School Messenger
- Carnival
- Student Folders and Agendas/Planners (TK - 6th)

Share engagement opportunities and data during:

- ELAC
- SSC
- Parent-Teacher Conferences
- IEPs
- SSTs

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Supplemental Contracts for Teachers (i.e. Afterschool tutoring and clubs-Goal 2 Funds)
- Substitutes to support Professional Learning and Planning needs of ACs, Teachers, Language Team, ILT and monthly SSTs on student engagement and school related activities such as Peer Mediation, Peach Blossom, ect.
- Provide funds for transportation and costs, such as, entrance fees of students for engagement opportunities off campus
- Additional Copy Machine and copy machines' maintenance to support/provide materials
- Graphics-direct services for additional materials such as certificates and other resources necessary to support student engagement
- Direct Services-for Food Services for students/parent engagement and activities
- Purchase Orders provided to Vendors such as Savemart, Costco, etc. to support student/parent engagement/activities
- 2 Home School Liaisons (1 Spanish and 1 Hmong for Support) to support and communicate with parents
- Provide students incentives for academics, athletics, and school wide activities
- Supplemental materials, supplies, and resources such as:
 - crafts and arts materials and other items required/needed to support student achievement, engagement in academics, arts, activities, and events
 - other consumable supplies for elective wheel and clubs

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Disaggregated data of English Language Learners (ELLs) on AC grade level, district, and school-wide data
- 2 Home School Liaisons (1 Spanish and 1 Hmong for Support)

Vang Pao Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	2	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Substitutes to release staff for students to be engaged in Peer Mediation, Peach Blossom, and other engagement activities to support student social emotional learning and culture & climate.	\$ 1,163.00
4	2	Title 1 Basic	Parent Participation	Classified Support-Supplemental				Provide babysitting for parents to be engaged in school events and activities such as ELAC, SSC, and parent classes to support Action 1 through 7.	\$ 3,012.00
4	2	Sup & Conc	Parent Participation	Materials & Supplies				Food for parent meetings such as SSC & ELAC and for various other parent trainings.	\$ 500.00
4	2	Sup & Conc	Instruction	Direct Transportation (Dr)				Transportation for students as needed to promote student engagement for off campus extra-curricular activities such as Peach Blossom and Peer Mediation, etc.	\$ 1,000.00
4	2	Sup & Conc	Parent Participation	Materials & Supplies				Parent Materials and Supplies to support parent engagement and communication for Actions 1 to 7 such as student planners for grades 4 to 6 and student folders for grades TK to 3rd.	\$ 2,000.00
Total									\$ 7,675.00

Action # 5

Domain



1. Academic Performance



2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
4849 - Truancy rate	28.59	23	Other - Please specify within action
48 - Attendance rate	95.73	96.5	Fun Works



New-Action



On-going

Reasoning:



Strong Evidence



Moderate Evidence



Promising Evidence

Detail the Action

Vang Pao will continue to support and educate parents on the impact of attendance on academic performance and growth by continuing the partnerships with parents, EBAY-C, and school site staff. Vang Pao will implement a school-wide attendance program, utilizing incentives to promote perfect attendance for all students. Additionally, Vang Pao will continue to partner with EBAY-C to support our all Kindergarten students and families to increase their attendance with daily, weekly, and monthly incentives. To support parents and families of students with attendance concerns, along with Office Clerk and School Child Welfare Attendance Social Worker (CWAS), 2 Home School Liaisons (A .4375 Spanish and A .4375 Hmong) will be provided for communication and home visits. Phone calls and meetings will be held to support parents in increasing the attendance of students with concerns by Office Clerk and CWAS.

SMART Goals

By the end of May 2018, Vang Pao attendance rate will increase from 95.73% to 96.5%.

By the end of May 2018, Vang Pao truancy rate will decrease from 28.59% to 23%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- Daily Attendance records/logs
- Home visits
- A2A meetings
- Health office referrals

Owner(s):

- Principal
- Vice Principal/TSA
- Classroom Teachers
- Office Staff
- CWA
- Home School Liaisons

Timeline:

- Daily
- Weekly
- Monthly
- Quarterly Incentives

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

Parent engagement and activities to support action:

Describe Related Professional Learning:

- Professional Learning provided around STEAM for Elective Wheel
- Collaboration and professional learning with EBAY-C on parent engagement and support and increase attendance rate

- Parent University Courses
- Title 1 Parent Meeting
- Back to School Night
- Coffee Chats
- Student Success Team (SSTs) Meetings
- Parent-Teacher Conferences
- Open House
- Quarterly Awards Assemblies
- School Messenger
- Student Folders and Agendas/Planners (TK - 6th)

Share attendance data during:

- ELAC
- SSC
- Parent-Teacher Conferences
- IEPs
- SSTs

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Supplemental Contracts for Teachers (i.e. Afterschool tutoring and clubs-Goal 2 Funds)
- Substitutes to support Professional Learning and Planning needs of ACs, Teachers, Language Team, ILT and monthly SSTs on student attendance and school related activities on attendance
- Provide funds for costs for students to participate for and in incentives for perfect attendance such as quarterly assemblies from Fun Works ,etc.
- Additional Copy Machine and copy machines' maintenance to support/provide materials for attendance
- Graphics-direct services for additional materials such as certificates and other resources necessary to support student attendance
- Direct Services-for Food Services for students/parent engagement and activities
- Purchase Orders provided to Vendors such as Savemart, Costco, etc. to support student/parent activities focused on attendance
- 2 Home School Liaisons (1 Spanish and 1 Hmong for Support) to support and communicate with parents
- Supplemental materials, supplies, and resources such as:
 - crafts and arts materials and other items required/needed to support student achievement, engagement in academics, arts, activities, and events
 - other consumable supplies for elective wheel and clubs

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Disaggregated data of English Language Learners (ELLs) on AC grade level, district, and school-wide data
- 2 Home School Liaisons (1 Spanish and 1 Hmong for Support)
- Child Welfare Attendance Social Worker (CWA) to support students with chronic attendance
- Collaborate with EBAY-C to support Kindergarten students in attending school daily

Vang Pao Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	1	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Hmong	0.4375		HSL to support parent engagement and involvement in school meetings such as SSC and ELAC and parent trainings. To support Actions 1 through 7.	\$ 14,663.00
5	2	Title 1 Basic	Parent Participation	Materials & Supplies				Parent Materials and Supplies to support parent engagement for Actions 1 to 7	\$ 500.00
5	2	Sup & Conc	Attendance & Social Work Services	Prof/Consulting Svc & Operating				Contract for FunWorks to support student attendance and truancy rate for students with perfect attendance quarterly and build culture and climate for school wide assemblies addressing social emotional learning needs.	\$ 2,500.00
								Total	\$ 17,663.00

Action # 6

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
843 - Out of school suspension rate	4.34	1.5	Other - Please specify within action
7134 - Elementary students self-efficacy survey results for questions 14-17	44.36	60	Other - Please specify within action

New-Action
 On-going
 Reasoning: Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Vang Pao will continue to implement a tiered level of response and support to all students' behaviors and behavioral incidents. Vang Pao will continue to implement all Safe and Civil components such as Class Meetings, Second Step, Guidelines for Success (GFS-Vang Pao Take Pride-Poster), and CHAMPS for all students. Vang Pao will continue to provide incentives for all students on a daily, weekly, and monthly basis focusing on the Pillars of Character. To provide students, needing additional social-emotional support, a part time (2 days a week) Resource Counseling Assistant will be provided to pull small groups and meet with individual students on a needs basis building relationships and connecting students to each other and staff on campus. 2 Home School Liaisons (A.4375 Spanish and A.4375 Hmong) will be provided for communication and home visits. Vang Pao will also seek out the support of outside agencies such as Comprehensive Youth Services and utilize district ICET process for those who need Tier 3 support for social emotional needs.

SMART Goals

By the end of May 2018, Vang Pao's out of school suspension rate will decrease from 4.34% to 1.5%.
 By the end of May 2018, the number of students and percentage of self-efficacy survey results for question 14 -17 will increase from 44.36% to 60%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Owner(s):

Timeline:

- ATLAS Data on Behavioral Entries & Suspensions
- SQI Data on Suspensions
- Class Meeting Logs
- SEL Surveys
- Student Surveys (4-6)
- Staff Surveys
- Parent Surveys

- Principal
- Vice Principal/TSA
- Classroom Teachers
- PRIDE Team
- Resource Counseling Assistant
- Home School Liaisons

- Monthly
- Quarterly

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

Describe Related Professional Learning:

- Professional Learning provided around STEAM for Elective Wheel

Parent engagement and activities to support action:

- Parent University Courses
- Title 1 Parent Meeting
- Back to School Night
- Coffee Chats
- Student Success Team (SSTs) Meetings
- Parent-Teacher Conferences
- Open House
- Quarterly Awards Assemblies
- School Messenger
- Student Folders and Agendas/Planners (TK - 6th)

Share behavioral and suspension data during:

- ELAC
- SSC
- Parent-Teacher Conferences
- IEPs
- SSTs

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Supplemental Contracts for Teachers (i.e. Afterschool tutoring and clubs-Goal 2 Funds)
- Substitutes to support Professional Learning and Planning needs of ACs, Teachers, Language Team, ILT and monthly SSTs on student engagement and Social Emotional needs for school related activities such as Peer Mediation, Peach Blossom, ect.
- Provide a 2 day a week Resource Counseling Assistant to support students in Social Emotional Learning (SEL)
- Provide funds for transportation and costs, such as, entrance fees of students for engagement opportunities off campus
- Additional Copy Machine and copy machines' maintenance to support/provide materials
- Graphics-direct services for additional materials such as certificates and other resources necessary to support student engagement, behavioral and social emotional needs
- Direct Services-for Food Services for students/parent engagement and activities
- Purchase Orders provided to Vendors such as Savemart, Costco, ect. to support student/parent engagement/activities
- Provide students incentives for students with Perfect Attendance quarterly such as quarterly Fun Works Assemblies, and student rewards from outside vendors for Vang Pao Success Shack, etc.
- 2 Home School Liaisons (1 Spanish and 1 Hmong for Support) to support and communicate with parents
- Supplemental materials, supplies, and resources such as:
 - crafts and arts materials and other items required/needed to support student achievement, engagement in academics, arts, activities, and events
 - other consumable supplies for elective wheel and clubs

- Professional Learning provided by PRIDE team on modules to continue Safe and Civil schools implementation of Class Meetings, Second Step, and CHAMPS/MAC
- Collaboration and professional learning with EBAY-C on parent engagement and support and increase attendance rate

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Disaggregated data of English Language Learners (ELLs) on AC grade level, district, and school-wide data
- 2 Home School Liaisons (1 Spanish and 1 Hmong for Support)

Vang Pao Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	2	Sup & Conc	Guidance & Counseling Services	Classified Support-Regular	Assistant, Resrce Cnslg	0.3750		Resource Counseling Assistant to support student social emotional learning for Action 5, 6 & 7.	\$ 10,434.00
6	1	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.4375		HSL to support parent engagement and involvement in school meetings such as SSC and ELAC and parent trainings. To support Actions 1 through 7.	\$ 13,883.00
6	1	LCFF: EL	Attendance & Social Work Services	Classified Support-Extra Time				HSLs will provide translation services for parent meetings and trainings. HSLs will make needed phone calls to parents regarding teacher concerns for academics and social emotional learning. Supports Actions 1 to 7	\$ 9,948.00
6	2	Title 1 Basic	Attendance & Social Work Services	Local Mileage				HSL(s) mileage for home viists to support Actions 1 to 7.	\$ 2,000.00
Total									\$ 36,265.00