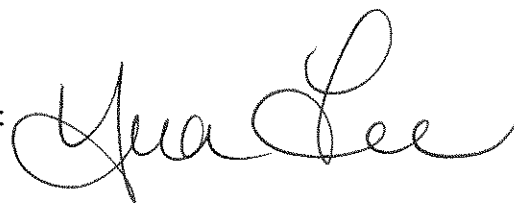


Vang Pao Elementary

10621660119339

Principal's Name: Yua Lee

Principal's Signature:

A handwritten signature in black ink that reads "Yua Lee". The signature is written in a cursive style with a large, looped initial "Y" and a long, sweeping underline.

The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

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

District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation 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

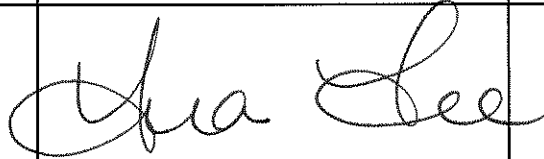
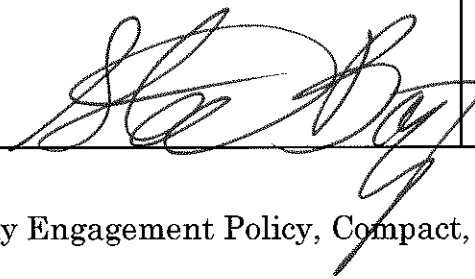
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

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. Secretary – May Yang		X			
4. DAC Representative – Isabel Vargas				X	
5. PhengChing Yang			X		
6. Carrie Given		X			
7. Blia Yang				X	
8. Angelica Guzman				X	
9. Ying Yang				X	
10. Jovita Ayala				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: Vang Pao Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Yua Lee		3/20/2019
SSC Chairperson	Steve Baiz		3/20/2019

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2019/20

Vang Pao - 0567

ON-SITE ALLOCATION

3010	Title I	\$77,644 *
7090	LCFF Supplemental & Concentration	\$284,032
7091	LCFF for English Learners	\$116,967
		\$478,643
TOTAL 2019/20 ON-SITE ALLOCATION		\$478,643

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$2,478
Remaining Title I funds are at the discretion of the School Site Council	\$75,166
Total Title I Allocation	\$77,644

Vang Pao Elementary 2019-2020 - School Plan for Student Achievement (SPSA)

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate (All grade levels)	25.29 %	1.72 %	2017-2018	8.72 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	42.36 %	38.514 %	2017-2018	45.514 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	37.385 %	33.108 %	2017-2018	40.108 %

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

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

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

Action 1: Language Arts Support and Intervention (RTI)

Although we did not meet our established target, Vang Pao did show a 3.154% increase in the number of students that met or exceeded standards on the SBAC. During the 2018/19 school year, we fully implemented the following actions in support of meeting our expected outcomes:

- Good first instruction with adopted curriculum (Wonders) in ELA used in tandem with ELD standards.
- Tier 2 intervention system: 45 minute Blended Learning Block with use of I-Ready, Accelerated Reader, and Guided Reading.
- Tier 3 intervention system: Pull-out model with 3 certificated tutors and teaching fellows to assist in small group instruction based on individualized students needs.
- PLC's met weekly to analyze student work, plan/revise CFA's aligned to Essential standards, and used results to respond with instructional next steps.
- Established classroom and grade level goals for interim assessments with follow up with Data Chat meetings to analyze Interim Data.
- Regional ILT focused on PLC's including Data Analysis protocols and responding to results.

Interim 1 and 2 ELA Data showed all grade levels remained the same or increased in the percentage of students who Met/Exceeded Standards in comparison to 2017/18 data.

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

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

Data from Core Index Matrix shows the following for school wide compared to significant student groups:

- All students: 38.5%
- African American: 25%
- Students with Disabilities: 5.4%
- Hispanics: 37.2%
- English Language Learners: 14.5%
- Asian: 47.2%

The student groups that are concerning are our Students with Disabilities, English Language Learners, and African Americans. Key factors for disproportionality could be due to the following:

- Lack of intentional instruction during Blended Learning Blocks.
- Dissemination of IEP goals to GE teacher along with PL that would support the full implementation of strategies/scaffolds to help the student meet their identified goals.
- Lack of analysis of disaggregated data for CFA's and Interim assessments.

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

Data from Power BI shows the following for school wide compared to student groups:

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

Action 2: Math Instruction and Intervention

Although we did not meet our established target, Vang Pao did show a 2.723% increase in the number of students that met or exceeded standards on the SBAC. During the 2018/19 school year, we fully implemented the following actions in support of meeting our expected outcomes.

- Good first instruction with adopted curriculum (GO Math) in Math in tandem with ELD Standards.
- Instruction included learning opportunities that emphasized conceptual and procedural understanding, demonstrated the Instructional Shifts and engaged students in the 8 Mathematical Practices.
- Tier 2 intervention system provided a minimum of 2 times a week using a Blended Learning Block of GoMath Personal Trainer, MobyMax and small group instruction.
- Tier 3 interventions occurred through number talks and math fluency practice.
- PLC's met weekly to analyze student work, plan/revise CFA's aligned to Essential standards, and used results to respond with instructional next steps.
- Established classroom and grade level goals for interim assessments with follow up with Data Chat meetings to analyze data.
- Professional Learning and instructional focus was on increasing Academic Discourse in math lessons.
- During Quarter 2 and beyond, all grades 3-6th administered IAB to students and used error analysis to develop and plan reteaching cycles.

Interim 1 and 2 Math Data showed all grade levels, other than 5th, increased the percentage of students who Met/Exceeded Standards in comparison to 2017/18 data.

EL Reclassification Rate (All grade levels)

Action 3: English Language Learners: Support and Intervention

Based on Power BI, currently we have Redesignated 111/397, or 28%, of our English Learner students during the 2018-19 school year, exceeding our current target of 25.29%. During the 2018-19 school year, we fully implemented the following actions in support of meeting expected outcomes.

- Designated English Language Development (ELD) for a minimum of 30 minutes per day.
- Teachers implemented instructional strategies from Leading with Learning (lab school) professional learning sessions, as well as structured supports that are integrated throughout the instructional day using the strategies suggested in TE's.
- Academic support for Kinder & 1st grade and homework help/tutoring were provided for 4th - 6th grade EL students after school daily.
- Dis-aggregated data of English Language Learners performance was analyzed after each district/state assessment and at each quarter to ensure that students were progressing in their core academic areas, and if not plans were developed to ensure they meet academic goals.

- All students: 33%
- African American: 5%
- Students with Disabilities: 10.5%
- Hispanics: 32.2%
- English Language Learners: 13.2%
- Asian: 41.7%

The student groups that are concerning are our Students with Disabilities, English Language Learners, and African American populations. Key factors for disproportionality could be due to the following:

- Dissemination of IEP goals to GE teacher along with PL that would support the full implementation of strategies/scaffolds to help the student meet their identified goals.
- Highly scaffolded instruction, instructional that is of low rigor, or instruction that is not aligned with GL standard.
- Lack of analysis or disaggregation of data for CFA's and Interim assessments.

EL Reclassification Rate (All grade levels)

Data from Power BI shows the following:

- Redesignation Rate: 28%
- Asian: 23.5%
- Hispanic: 29.1%
- Students with Disabilities: 8%

The student group that is concerning is our Students with Disabilities. Key factors for disproportionality could be due to the following:

- Lack of focus on EL Designated instruction.
- Dissemination of IEP goals to GE teacher along with PL that would support the full implementation of strategies to help the student meet these goals.
- IEP ELD goals that are written based on the students domain of weakness with specific targeted actions on how to address their language development.
- Lack of analysis of disaggregated data for CFA's and Interim assessments.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Vang Pao Saturday ELD squad was replaced by district funded Saturday Academy during the 2018-19 school year.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

1. Add MTSS (COST Team) Meetings bimonthly to identify and monitor supports for Tier 2 and 3 students in the area of academics, behavior, SEL, attendance and health:

- Progress monitor through COST student caseload incorporating data from RTI, Assessments, and ATLAS student portfolio's.
- Students needing Tier 3 supports will be referred for SST's.

Goal 1: Action 1, Action 2, Action 3.

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

1 SSC:

Vang Pao Interim and CAASPP data was shared to SSC. All grade levels 1st to 6th grade continuing to make progress in both ELA and Math. 3rd to 6th grade students continue to make growth on CAASPP in both ELA and Math.

Vang Pao will continue with current Action Plans and provide same instructional plan and services under Goal 1.

SSC and parents suggested support SEL, so Vang Pao will be contracting with Hand in Hand Mentoring for mentor on campus 5 days a week for 180 days.

SSC had no other suggestions. Feedback was to continue the work and expand for next school year.

2 ELAC:

Vang Pao Interim and CAASPP data was shared to ELAC. All grade levels 1st to 6th grade continuing to make progress in both ELA and Math. 3rd to 6th grade students continue to make growth on CAASPP in both ELA and Math.

Vang Pao will continue with current Action Plans and provide same instructional plan and services under Goal 1.

ELAC parents suggested support SEL, so Vang Pao will be contracting with Hand in Hand Mentoring for mentor on campus 5 days a week for 180 days.

ELAC had no other suggestions. Feedback was to continue the work and expand for next school year.

3 Staff:

Vang Pao Interim and CAASPP data was shared to Staff. All grade levels 1st to 6th grade continuing to make progress in both ELA and Math. 3rd to 6th grade students continue to make growth on CAASPP in both ELA and Math.

Vang Pao will continue with current Action Plans and provide same instructional plan and services under Goal 1.

Staff had no other suggestions. Feedback was to continue the work and expand for next school year.

Action 1

Title: Language Arts Support and Intervention (RTI)

Action Details:

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.

1. Teachers will work through assessment cycles by creating CFA/CSA's, analyzing data and planning for response.
2. Vang Pao will implement a comprehensive reading support program through a daily 45 minute Blended Learning Block with an emphasis on Guided Reading for all students.
3. BAS, DRP and CFA results will lead to identification of Tier 2 intervention students
4. BAS, BPST and Diagnostic assessment results will lead to identification of Tier 3 intervention students.

5. I-Ready, MobyMax 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.
6. KAIG assessment data will be used to provide Tier 2 intervention in small groups with instructional assistant and/or with teacher.
7. IAB and District benchmarks will be used to assess student progress and adjust instruction where applicable.
8. PLC's will use reflection and data to make grade level decisions that will impact student achievement as measured by site, district and state assessment data.

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

- PLC CSA/CFA's for ELA
- BAS, BPST (Non-readers), and Fluency will be given quarterly (K-3rd)
- DRP(2nd-6th)
- KAIG & T-KAIG
- Interim Assessments (1st-6th)
- Tier 3 students will be monitored with BAS or BPST quarterly (4th -6th)
- DATA Chats (2 Times: Fall & Winter)
- RTI Data Spreadsheets
- MTSS (COST Team) bi-monthly referrals and logs.

All data will be analyzed and used by teachers and grade level (PLC's) to inform the instructional path and planning for next steps to re-engage or enrich the learning needs of all students. Certificated Tutors and Teaching Fellows will monitor Tier 3 students on a weekly basis to assess student progress. Progress of students in RTI will be monitored every 6 weeks. RTI progress monitoring meetings will be held at the end of each 6 week cycle, and include the RTI team, classroom teachers, and administration.

Owner(s):

- Principal
- Vice Principals
- TSA
- Instructional Leadership Team
- Certificated Tutor(s)
- Teaching fellows
- Teachers
- PLC's
- COST Team
- PLI Team
- SPED Team

Timeline:

- Assessment data will be monitored as assessments are administered and scored.
- Professional learning will be on-going throughout the school year.
- Tier 2 & 3 intervention will be on-going throughout the school year.

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 in tandem with California English Language Development Standards;
- All students will receive 45 minutes of structured Tier 2 intervention daily through the Blended Learning Block model.
- 3 Teaching Fellows to support 1st grade Blended Learning Block
- TSA or VP will oversee 3 Certificated Tutors and 6 Teaching Fellows in implementing Tier 3 intervention for targeted students.
- Supplemental Contracts for Teachers will be provided. (i.e. planning, tutoring, Language team)
- Substitutes to support Professional Learning and Planning needs of PLCs, Teachers, Language Team, ILT, Data Chats, RTI Progress Monitoring meetings, COST Team meetings, and monthly SST's/IEP's.
- Materials and Supplies needed:
 - Direct Services-for Food Services for professional learning of teachers and parent engagement;
 - Purchase Orders provided to Vendors such as Savemart, Costco, etc. to support student/parent engagement/activities and staff professional learning;
 - Licenses for online Instructional Programs, such as, I-Ready, STAR(AR), Starfall and other computer based technology programs to support support instruction (including RTI);
 - Books and other reference materials as needed;
 - Additional Copy Machine and copy machines' maintenance to support/provide materials
 - Graphics-direct services for additional materials such as charts, booklets, and other resources to support instruction (including RTI)
 - Funds to provide incentives and awards for students' academic progress and achievements
 - 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

Specify enhanced services for EL students:

- Designated and Integrated ELD
- Use of scaffolds during instruction.
- Conferencing with students on EL assessments and goal setting based on redesignation criteria.
- After-school Program support provided by English Learner Services
 - Intensive intervention for K-1 English Learners in Foundational Skills with Wonders ELD program; Homework Help and tutoring for identified 4th - 6th EL students.
- Vang Pao ELD Saturday Squad focusing on students domain of weakness will be provided to support LTEL's and those at risk of becoming LTEL's towards redesignation; (Supplemental contracts for teachers will be provided).
- Visual Supports (Charts to support Instruction of Content)
- Lab School Work Strategies will continue to be implemented;
- 3 Home School Liaisons (to include at least 1 Spanish and 1 Hmong) to support and communicate with parents regarding student academic progress, redesignation and/or concerns.
- Tier 2 & 3 Interventions 4 times a week for 45 minutes a day.
- Supplemental materials/supplies along with technology will be used to support ELL's during instruction.

Explain the 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 (SST's) Meetings
- Parent-Teacher Conferences
- Open House
- Quarterly Awards Assemblies
- School Messenger/Edu-Text
- Student Homework Folders (Tk-3rd) and Agendas/Planners (4th- 6th)
- Translating, Interpreting, and babysitting will be provided during parent meetings, training's, and events when necessary
- HSL's will support parent communication through written and verbal communications such as: home visits, community outreach, notices translated in both Spanish & Hmong
- Printer and copier lease will support dissemination of information to parents: school events, IEP's and academic tools to support learning at home.

Share ELA performance data during:

- ELAC
- SSC
- Coffee Chats
- Parent-Teacher Conferences
- SST's/IEP's

Action 2

Title: Math Support and Intervention

Specify enhanced services for low-performing student groups:

Identified low-performing student groups include our Students with Disabilities and African-American populations. The following services will be provided:

- COST Team will be implemented and meet bi-monthly to establish interventions and monitor students who are low-performing or not showing adequate growth (teacher substitutes will be provided)
- Tier 2 & 3 Intervention 4 times a week for 45 minutes a day.
- Provide additional tutoring after-school. (Supplemental contracts will be provided for teachers)
- Frequent & specific school to home communication about student progress.
- Vice Principal or TSA will hold data chats with students who are low-achieving to develop 6 week goals/benchmarks to improve academic progress.
- PLC's will complete Data Informed Intervention Plans, identifying low-performing students, their misconceptions, strategies to intervene/reteach and a plan for implementation.
- Special Education Staff will provide and explain IEP goals to GE teacher at the beginning of the 19/20 school year and at IEP meetings thereafter.

Describe Professional Learning related to this action:

- Professional Learning, Coaching & Planning with Education Elements to support Blended Learning (PLI)
- Professional Learning will be provided on Guided Reading Strategies.
- Teachers will continue to receive professional learning around maximizing their baseline curriculum and the tools/resources that it offers (technology, Write to Sources);
- Data Analysis and Action Planning by teachers, PLC teams, and school-wide.
- Use of Learning by Doing, Engagement by Design, Notice & Note and Design in Five books to support student engagement and planning of Essential Standards
- Digital Literacy and Technology Supports for ELA
- Professional Learning provided by Vang Pao Language Team with support from English Learner TSA's to support needs of English Language Learners
- Use of components of Instructional Practice Guide (IPG) for Literacy in instructional planning.
- Use RTI at Work to support Tier 2 & 3 Intervention plans.
- Provide subs for teachers to do on-site and off-site peer lesson observations and participate in coaching cycles.
- Off-site conferences/training's to support student achievement in language arts, math, dual immersion, and development of instructional strategies to include fees and travel expenses.
- Partnering with District Special Education Services to provide PL to support the full implementation of strategies/scaffolds to help the student meet their identified IEP goals.

Action Details:

Vang Pao will continue to implement the district adopted comprehensive program for math (GO-Math). GO-Math will be utilized to plan instruction aligned with Common Core State Standards (CCSS) to provide learning opportunities with emphasis on conceptual and procedural understanding. Instruction will include opportunities for application of concepts using real world problems including digital application using technology for all students. Tier 2 intervention will be provided through a Blended Learning Model using GO Math Personal Trainer, MobyMax and targeted small group instruction following the administration of grade level CFA/CSA's and data analysis. Tier 3 intervention will happen through daily fluency practice of foundational math skills presented through the GVC, fluency timed tests and number talks.

1. Teachers will work through assessment cycles by creating CFA/CSA's, analyzing data and planning for response.
2. Teachers will implement a consistent method for teaching and assessing fluency in mathematics.
3. IAB and District Benchmarks will be used to assess student progress and adjust instruction where applicable.

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

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

- PLC CFA/CSA's for Math
- KAIG & T-KAIG
- Online Math Diagnostic Assessment data
- Interim Assessments (1st-6th)
- Interim Block Assessments (IAB's)
- Math fluency assessments.

Owner(s):

- Principal
- Vice Principals
- Instructional Leadership Team
- TSA
- Teachers
- PLC's
- Students
- HSL
- SPED Staff
- PLI Team
- COST Team

Timeline:

- Assessment data will be monitored as assessments are administered and scored.
- Professional learning will be on-going throughout the school year.
- Tier 2 & 3 intervention will be on-going throughout the school year.

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

- High-quality first instruction of Math (CCSS) standards utilizing GO Math resources and materials ensuring the 4 Tights of Classroom Foundations: Objective, Aligned Instruction, Assessment (Checking for Understanding), and Closure focused on 8 Mathematical Practices.
- All students will receive daily math instruction that is on or above grade level.
- All students will have daily opportunities to practice math fluency and exposure to higher-level-cognitive demand tasks (Think Smarter, Dig Deeper, Performance Tasks)
- All students will engage in Academic Discourse within Mathematics instruction.
- Supplemental Contracts for Teachers will be provided .(i.e. Planning, Tutoring, etc.)
- Substitutes to support Professional Learning and Planning needs of PLCs, Teachers, ILT, Data Chats, COST team meetings, and monthly SST's/IEP's.
- All students will have access to online programs within the GO Math curriculum and other software programs that align with the learning of foundational skills (i.e. I-Ready, MobyMax, Starfall) and other computer based technology programs to support students for Math.
- Materials and Supplies needed:
 - Books and other reference materials as needed.
 - Direct Services - Food Services for professional learning of teachers and parent engagement
 - Purchase Orders provided to Vendors such as Savemart, Costco, etc. To support student/parent engagement/activities and staff professional learning
 - Funds to provide incentives and awards for students' academic progress and achievements
 - 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 baseline, differentiation, and intervention of Math instruction.

- 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

Specify enhanced services for EL students:

- Designated and Integrated ELD Daily
- Use of scaffolds during instruction.
- After-school Program support provided by English Learner Services:
 - Intensive Intervention for K-1 English Learners in Foundational Skills with Wonders ELD program; Homework Help and tutoring for identified 4th - 6th EL students.
- Visual Supports (Charts to support Instruction of Content)
- Use of manipulatives and tools as needed to support student learning.
- Multiple opportunities to have peer-to-peer interaction during the instructional day.
- 3 Home School Liaisons (to include at least 1 Spanish and 1 Hmong) to support and communicate with parents regarding student academic progress, redesignation and/or concerns.

Explain the 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 & Open House
- Coffee Chats
- Student Success Team (SST's) Meetings
- Parent-Teacher Conferences
- Quarterly Awards Assemblies
- School Messenger & Edu-Text
- Student Homework Folders (TK-3rd) and Agendas/Planners (4th- 6th)
- Translating, Interpreting, and babysitting will be provided during parent meetings, training's and events when necessary.
- HSL's will support parents through written and verbal communications such as: home visits, community outreach, notices translated in Spanish and Hmong.
- Printer and copier lease will support dissemination of information to parents: school events, IEP's and academic tools to support learning at home.

Share Math performance data during:

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

Specify enhanced services for low-performing student groups:

Identified low-performing groups include Students with Disabilities and our African-American student populations.

- COST Team will be implemented and meet bi-monthly to establish interventions and monitor students who are low-performing or not showing adequate growth (teacher substitutes will be provided).
- Tier 2 & 3 Intervention provided through Blended Learning Model.
- Provide additional tutoring after-school and Saturday Academy (supplemental contracts will be provided for teachers).
- Frequent & specific school to home communication about student progress.
- Vice-Principals and/or TSA will hold data chats with students who are low-achieving to develop 6 week goals/benchmarks to improve academic progress.
- PLC's will complete Data Informed Intervention Plans, identifying low-performing students, their misconceptions, strategies to intervene/reteach and a plan for implementation.
- Special Education Staff will provide and explain IEP goals to GE teacher at the beginning of the 19/20 school year and at IEP meetings thereafter.

Describe Professional Learning related to this action:

- Use of Learning by Doing, Engagement by Design and Design in Five books to support student engagement and planning off of Essential Standards for Math
- Professional Learning, Coaching & Planning with Education Elements to support Blended Learning (PLI).
- Digital Literacy and Technology Supports for Math
- Professional Learning provided by Vang Pao Language Team, with support of English Learner TSA's, to support needs of English Language Learners.
- Use components of Instructional Practice Guide (IPG) for Math planning.
- PL from Math Instructional Coaches for:
 - Deeper dive into planning for math
 - Use of quarterly planners along with GO-Math resources and manipulatives
 - Math Progression and Coherence
 - GO Math Online Resources
 - Use of 8 Mathematical Practices
 - Increasing Academic Discourse
- Use RTI at Work to support Tier 2 & 3 Intervention plans.
- Provide subs for teachers to do on-site and off-site peer lesson observations and participate in coaching cycles.
- Partnering with District Special Education Services to provide PL to support the full implementation of strategies/scaffolds needed to help the student meet their identified IEP goals.

Action 3

Title: English Language Learners: Support and Intervention

Action Details:

Vang Pao will continue to provide daily Designated English Language Development (ELD) along with Integrated ELD instruction utilizing the California English Language Development Frameworks, Common Core State Standards and district adopted curriculum. With the support of all instructional staff, English Language Learners will 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.

1. Teachers will identify their EL students, identify their domain of weakness and strength, and provide specific targeted actions on how to address their language development.
2. Teachers will provide structured supports for EL students that are integrated throughout the instructional day using the Wonders curriculum: Teachers will strategically select appropriate EL strategies that are suggested in the TE.
3. Teachers will provide targeted instruction for EL students during the designated instructional block using Wonders curriculum. The designated block of ELD instruction will be a minimum of 30 minutes a day.
4. Admin and teachers will revisit EL student data after every state/district assessment and/or after each grading period to ensure that students are progressing in the core academic areas.
5. Lead Teachers will ensure that ELD instruction is addressed during PLC meetings.

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

- ELPAC Data
- Interim assessments (1st-6th)
- PLC CFA/CSAs
- BAS (K-3rd)
- DRP (2nd-6th)
- KAIG and T-KAIG
- EL Goal Setting - ATLAS

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

Owner(s):

- Principal
- Vice Principals
- TSA
- Instructional Leadership Team
- Certificated Tutor(s)
- Teachers
- Teaching fellows
- PLC Teams
- COST Team
- Students
- HSL
- SPED staff

Timeline:

Assessment data will be monitored as assessments are administered and scored.

Professional Learning around effective ELD Instruction will be delivered to teachers in August and will continue throughout the school year as needed.

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

- All students will receive grade level instruction with ELD supports and targeted ELD instruction at their English development level.
- All students will be provided the opportunity to engage in Reading, Writing, Speaking and Listening of Complex Text with structured supports as outlined by Wonders curriculum.
- All students will receive 45 minutes of structured Tier 2 intervention daily through the Blended Learning Block model.
- 3 Teaching Fellows to support 1st grade Blended Learning Block
- TSA or VP will oversee 3 Certificated Tutors and 6 Teaching Fellows in implementing Tier 3 intervention for targeted students.
- Supplemental Contracts for Teachers will be provided. (i.e. planning, tutoring, Language team)
- Substitutes to support Professional Learning and Planning needs of PLCs, Teachers, Language Team, ILT, Data Chats, MTSS-(COSTs) and monthly SSTs and IEPs
- Materials and Supplies needed:

- Direct Services-for Food Services for professional learning of teachers and parent engagement;
- Purchase Orders provided to Vendors such as Savemart, Costco, etc.to support student/parent engagement/activities and staff professional learning;
- Licenses for online Instructional Programs, such as, I-Ready, STAR(AR), Moby Max, Star Fall and other computer based technology programs to support support instruction (including RTI); Books and other reference materials as needed;
- Additional Copy Machine and copy machines' maintenance to support/provide materials
- Graphics-direct services for additional materials such as charts, booklets, and other resources to support instruction (including RTI)
- Funds to provide incentives and awards for students' academic progress and achievements for English Learners who are redesignated 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

Specify enhanced services for EL students:

- Designated and Integrated ELD
- Use of scaffolds and academic discourse during instruction.
- Conferencing with students on EL assessments and goal setting based on redesignation criteria.
- After-school Program support provided by English Learner Services
- Vang Pao ELD Saturday Squad focusing on students domain of weakness will be provided to support LTEL's and those at risk of becoming LTEL's towards redesignation; (Supplemental contracts for teachers will be provided).
- Visual Supports (Charts to support Instruction of Content)
- Lab School Work Strategies will continue to be implemented;
- 3 Home School Liaisons (to include at least 1 Spanish and 1 Hmong) to support and communicate with parents regarding student academic progress, redesignation and/or concerns.
- Tier 2 & 3 Interventions 4 times a week for 45 minutes a day.
- ELPAC assessors will be used to support student success on the ELPAC assessment.
- Supplemental materials/supplies along with technology will be used to support ELL's during instruction.

Explain the 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 & Open House
- Coffee Chats
- Student Success Team (SSTs) Meetings
- Parent-Teacher Conferences
- Quarterly Awards Assemblies
- School Messenger
- Babysitting to increase parent involvement

Share ELA, Math, and ELPAC performance data during:

- ELAC
- SSC
- Coffee Hour
- Parent-Teacher Conferences
- SSTs/IEP's

Specify enhanced services for low-performing student groups:

Identified low-performing student groups include our Students with Disabilities. The following services will be provided:

- COST Team will be implemented and meet bi-monthly to establish interventions and monitor students who are low-performing or not showing adequate growth (teacher substitutes will be provided)
- Provide additional tutoring after-school. (Supplemental contracts will be provided for teachers)
- Frequent & specific school to home communication about student progress.
- Vice Principal or TSA will hold data chats with students who are low-achieving to develop 6 week goals/benchmarks to improve academic progress.
- PLC's will complete Data Informed Intervention Plans, identifying low-performing students, their misconceptions, strategies to intervene/reteach and a plan for implementation.
- Special Education Staff will provide and explain IEP goals to GE teacher at the beginning of the 19/20 school year and at IEP meetings thereafter.
- IEP ELD goals will be written based on the student's domain of weakness with specific targeted actions on how to address their language development.

Describe Professional Learning related to this action:

- Professional Learning, Coaching and Planning with Education Elements to support Blended Learning
- On-Site PL and Planning with support of District Instructional Coaches, TSA, and Admin Team to expand staff knowledge of Wonder's components including how to effectively use Write to Sources to support language development.
- Data Analysis and Action Planning by teacher, PLC teams, and school-wide.
- Use components of Instructional Practice Guide (IPG) for Literacy and ELD Standards to plan designated and integrated ELD.
- Off-site conferences/training's to support student achievement in language arts, math, dual immersion, and instructional strategies to include fees and travel expenses

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0567 Vang Pao 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-Regu	Tutor	0.4375	CTs will work with 6 Teaching Fellows to provide Tiers 2 & 3 Intervention for targeted students for 45 minutes per day, 4 days per week. Goal 1, A1 & 3	29,595.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Supplemental instructional materials and supplies for students and teachers to support Goals 1-4 and Actions 1-6 and all curricular content areas. - No Food/Incentives	1,022.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			(Babysitting) Classified staff to support parent engagement in school events and activities such as ELAC, SSC, parent classes, etc. to support Actions 1-6	1,249.00
G1A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	0.4375	HSL will support and communicate with parents for the academic progress of students, redesignation and/or other concerns. Goals 1-4, A 1,2	15,679.00
G1A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	HSL will support and communicate with parents for the academic progress of students, redesignation and/or other concerns. Goals 1-4, A 1,2	14,626.00
G1A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		14,473.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3125	CTs will work with 6 Teaching Fellows to provide Tiers 2 & 3 Intervention for targeted students for 45 minutes per day, 4 days per week. Split Fund 7090 & 7091. Goal 1, A1 & 3	35,474.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3125	CTs will work with 6 Teaching Fellows to provide Tiers 2 & 3 Intervention for targeted students for 45 minutes per day, 4 days per week. Split Fund 7090 & 7091. Goal 1, A1 & 3	32,006.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for Data Chats, SSTs, Professional Development, Side by Side Coaching, Peach Blossom, Engagements, etc.	7,030.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts provided for PLC, COST, Teachers and Lead Teachers to meet and analyze data, plan instruction and strategies to support students' academic and social emotional learning, addressing Actions 1-6. Contracts will be available for teachers to provide after school tutoring.	14,915.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Instructional support software program licenses; will pay for iReady, STAR (AR), MobyMax, and Starfall to support Goals 1-4 Actions 1-6	14,748.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Supplemental instructional materials and	33,520.00

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0567 Vang Pao 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		Instruction	Mat & Supp			supplies for students and teachers to support Goals 1-4, Actions 1-6 Incentives for students to promote academics, social emotional needs, and engagements. Direct services of on and off campus field trips to support student's academics, social emotional needs, and engagements, as addressed by Goals 1-4, Actions 1-6	33,520.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Purchase of tablets/laptops and other needed technology such as printers, projectors, projector bulbs, document cameras, etc. to support instruction of students' academic and social emotional learning to support Goals 1-4, Actions 1-6	10,000.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation; Teaching Fellows to support struggling students in grades K-6 to address Goals 1-4, Actions 1-6 Teaching Fellows will support intervention with 3 Certificated Tutors to pull small groups for at least 40 minutes, 4 days per week. Teaching Fellows will be utilized to support 1st Grade teachers with small group/differentiated instruction during Blended Learning time.	64,720.00
G1A1	Sup & Conc	Instruction	Travel			Conference fees and travel will be provided to build the capacity of staff to support Goals 1-4, Actions 1-6	8,000.00
G1A1	Sup & Conc	Instruction	Copier Maint			Copier lease for staff to use upstairs for instructional support to address Goals 1-4, Actions 1-6	5,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance of technology to support Goals 1-4, Actions 1-6	4,500.00
G1A1	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 Goals 1-4, Actions 1-6	3,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Education Elements: Actions 2 & 3	10,000.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Travel			Conference fees and travel will be provided to build the capacity and support staff and administration to support Goals 1-4, Actions 1-6	4,000.00
G1A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Classified staff will provide translations services for parent teacher conferences,	5,119.00

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0567 Vang Pao 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		Parent Participation	Cls Sup-Sup			parent meetings and trainings, etc. Supports Actions 1-6	5,119.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			Parent materials and supplies to support parent engagement and communication for Goals 1-4, Actions 1-6	2,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1250	CTs will work with 6 Teaching Fellows to provide Tiers 2 & 3 Intervention for targeted students for 45 minutes per day, 4 days per week. Split Fund 7090 & 7091. Goal 1, A1 & 3	14,189.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1250	CTs will work with 6 Teaching Fellows to provide Tiers 2 & 3 Intervention for targeted students for 45 minutes per day, 4 days per week. Split Fund 7090 & 7091. Goal 1, A1 & 3	12,802.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Supplemental contracts provided for PLC, COST, Teachers and Lead Teachers to meet to analyze data, plan instruction and strategies to support English Language Learners' academic and social/emotional learning, addressing Actions 1-6. Contracts for teachers will be provided for after school tutoring and Vang Pao Saturday ELD Squad tutoring to support English Language Learners.	5,634.00
G1A1	LCFF: EL	Instruction	Bks & Ref			Instructional support software program licenses; will pay for iReady, STAR(AR), MobyMax and Starfall to support Goals 1-4, Actions 1-6	14,546.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Supplemental instructional materials and supplies for students and teachers to support Goals 1-4, Actions 1-6 Incentives for students to promote academics, social emotional needs, and engagements. Direct services of on and off campus field trips to support student's academics, social emotional needs, and engagements, as addressed by Goals 1-4, Actions 1-6	5,780.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Purchase of tablets/computers and other needed technology such as printers, projectors, projector bulbs, document cameras, etc. to support instruction of students' academics and social emotional learning to address Goals 1-4, Actions 1-6	5,312.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation; Teaching Fellows to support struggling	27,737.00

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0567 Vang Pao 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		Instruction	Subagreements			students in Grades K-6 to address Goals 1-4, Actions 1-6 Teaching Fellows will support intervention with 3 Certificated Tutors to pull small groups for at least 40 minutes, 4 days per week Teaching Fellows will be utilized to support 1st Grade teachers with small group/differentiated instruction during Blended Learning time.	27,737.00
G1A1	LCFF: EL	Instruction	Travel			Conference fees and travel will be provided to build the capacity of staff to support Goals 1-4, Actions 1-6	4,000.00
G1A2	Sup & Conc	Instruction	Direct-Food			Direct food services for Professional Learning of staff to support student academics and social emotional learning needs of students. Supports Goals 1-4, Actions 1-6	1,500.00
G1A3	Title 1 Basic	Attendance & Social Work Service	Local Mileag			HSL Mileage for home visits to support Goal 1-4 and Actions 1-6	500.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Substitutes for Data Chats, Professional Development, Side by Side Coaching, Planning on and off site to support English Learners in Re-Designation and language progress and proficiency, supporting Actions 1-6	4,941.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC assessors to support assessment of English Learners	5,000.00
G1A3	LCFF: EL	Instructional Supervision & Admin	Travel			Conference fees and travel will be provided to build the capacity and support of staff and administration to support Goals 1-4, Actions 1-6	3,000.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Ext			HSLs (Extra Time) will provide translation services for parent teacher conferences, parent meetings and trainings. HSLs will make needed phone calls to parents regarding teacher concerns for academic and social emotional learning. Supports Actions 1-6	9,948.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Sup			(Babysitting) Classified staff to support parent engagement in school events and activities, such as ELAC, SSC and parent classes to support Actions 1-6	3,078.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp			Food for parent meetings such as SSC, ELAC, and parent classes	1,000.00

\$449,643.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	100 %	99.045 %	2017-2018	100 %

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

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Goal 2 Participation Rate

Vang Pao focused on providing multiple opportunities in athletics, arts, and school activities for all students throughout the school year. According to Power BI, Vang Pao currently shows a 92.1% participation rate in activities TK-6th Grade for all students. The following are the key factors that contributed to the performance outcome for this metric:

- Field Trips
- Clubs
- Elective Wheels
- After School Tutoring
- Drama
- Music (Band, Strings, Choir)
- Sports (Football, Volleyball, Basketball, Cross Country, Soccer, Softball)
- Peach Blossom
- School Assemblies (Perfect Attendance, Character Counts, Healthy Heart & Friday Philharmonic, ect.)

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

Goal 2 Participation Rate

Data from Power BI App (as of March 2019) shows the following:

- All students: 92.1%
- Asian: 98%
- African American: 90.5%
- Hispanic: 90.6%
- English Language Learners: 92.6%
- SPED: 94.7%

There was not a significantly disproportionate student group in Goal 2.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

There were not any major differences between the intended and actual implementation of the 2018/2019 SPSA Goal 2 actions and expenditures.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Although student participation in Goal 2 activities is high, we would like to provide more opportunities for students to showcase their talents outside of sporting events and open house. These additions can be found in Goal 2 Action 1.

Contract with Hand in Hand Mentoring to provide 1 Mentor, 180 school days for 6 hours per day, to provide intensive supports and group sessions to a cohort of students identified through COST. Goal 2 Action 1.

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

1 SSC:

Shared student engagement data with SSC. Informed SSC of new engagement opportunities provided for all students in TK through 6th grade. No input provided, SSC very satisfied with new engagement opportunities. These engagement opportunities will continued to be provided next year.

2 ELAC:

Shared student engagement data with ELAC. Informed ELAC of new engagement opportunities provided for all students in TK through 6th grade. No input provided, ELAC very satisfied with new engagement opportunities. These engagement opportunities will continued to be provided next year.

3 Staff:

Shared student engagement data with staff. Informed staff of new engagement opportunities provided for all students in TK through 6th grade. No input provided, staff very satisfied with new engagement opportunities. These engagement opportunities will continued to be provided next year.

Action 1

Title: Student Engagements Opportunities

Action Details:

Vang Pao will engage and provide multiple opportunities in athletics, arts, and school activities for all students and families throughout the school year with the goal that all students will participate in Goal 2 activities.

1. 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.
2. 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 engaged in athletics, arts, and school activities.
3. Vang Pao students will be recognized and celebrated for their participation and accomplishments in athletics, arts, and school activities.
4. Vang Pao students will have the opportunity to provide input around preferred activities.

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 Roster
- Goal 2 Participation Rates

Owner(s):

- Principal
- Vice Principals
- Instructional Leadership Team
- Classroom teachers and PLC teams
- TSA
- Coaches
- Mentor
- PRIDE Team
- HSL's

Timeline:

- Monthly
- Quarterly
- Survey data-once a year

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

- All students will participate in the elective wheel 45 minutes per week with a focus around STEAM
- All students will participate in Class Meetings and Second Step lessons on a weekly basis to ensure that students are connected to school socially and emotionally.
- All students will be provided with access to Goal 2 activities/clubs. (Supplemental contracts will be provided.)
- Students will have the opportunity to engage in district and countywide events associated with select Goal 2 Activities.
 - Substitutes to support advisor planning and attendance at student engagement events such as Peach Blossom, Spelling Bee, etc. will be funded)
 - Provide funds for transportation and costs, such as student entrance fees for engagement opportunities on and off campus
- Vang Pao PRIDE Team and ILT will plan opportunities for students to showcase their work/talents throughout the school year. (Supplemental contracts will be provided.)
- Vang Pao will contract with Hand in Hand Mentoring to support Tier 2 and Tier 3 students in engaging in school activities.
- Supplemental contracts with outside vendors and agencies will be implemented as needed.
- Materials and Supplies needed:
 - 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 Save Mart, Costco, etc. to support student/parent engagement/activities
 - 3 Home School Liaisons (Will include at least 1 Spanish and 1 Hmong) to support and communicate with parents.
 - Provide students incentives/recognition for participation in 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
 - Books and other reference materials as needed.

Specify enhanced services for EL students:

- All students will be provided with access to Goal 2 activities. Information will be sent home in English, Spanish and Hmong in a timely manner.
- Student participation data will be segregated to monitor EL student participation.

Specify enhanced services for low-performing student groups:

- Student academic and discipline data will be used to monitor student participation in Goal 2 activities and recruit students as necessary.
- Mentor will reach out and make a connection with any student not involved in a Goal 2 activity

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

- Parents will be informed and educated about the available Goal 2 Activities for students during:
 - Parent University Courses
 - Title 1 Parent Meeting
 - Back to School Night & Open House
 - Coffee Hour
 - School Messenger & Edu-Text
 - Student Homework Folders (Tk-3rd) and Agendas/Planners (4th- 6th)

Describe Professional Learning related to this action:

- Professional Learning provided around STEAM for Elective Wheel.

- Parents will be provided with Goal 2 data during:
 - ELAC
 - SSC
 - Coffee Hour
- Staff will make proactive contacts with parent of students who are not participating in a Goal 2 activity.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	100 %	100 %	2017-2018	100 %
Exposure to Careers - 4th Grade	100 %	100 %	2017-2018	100 %
Exposure to Careers - 6th Grade	100 %	97.297 %	2017-2018	100 %

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

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Exposure to Careers - 3rd Grade

Field Trips:

- Fresno Art Museum
- Lost Lake
- Meux Home
- Planetarium

School:

- Bricks for Kidz - Provided in Fall and Spring

100% of 3rd grade students participated in the Goal 3 activities and field trips provided during the 2018-19 school year. Students are more likely to attend school, on time, and fully participate during Goal 3 activities.

Exposure to Careers - 4th Grade

Field Trip:

- Monterey Bay Aquarium
- Friant Dam

School:

- Friday Philharmonic

100% of 4th grade students participated in the Goal 3 activities and field trips provided during the 2018-19 school year. Students are more likely to attend school, on time, and fully participate during Goal 3 activities.

Exposure to Careers - 6th Grade

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

Exposure to Careers - 3rd Grade

There was no disproportionality found within any student group.

Exposure to Careers - 4th Grade

There was no disproportionality found within any student group.

Exposure to Careers - 6th Grade

There was no disproportionality found within any student group.

Field Trip:

- 6th grade Camp
- Fresno City College

School:

- Friday Philharmonic
- Kids Invent

97.3% of 6th grade students participated in the Goal 3 activities and field trips provided during the 2018-19 school year. Students that did not participate were absent during the event.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Actions that were funded last year will continue to be a focus for the 2019-2020 school year.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Add MTSS (COST Team) Meetings bimonthly to identify and monitor supports for Tier 2 and 3 students in the area of academics, behavior, SEL, attendance and health; Goal 3 Action 1

- Progress monitor through COST student caseload incorporating data from RTI, Assessments, and ATLAS student portfolio's.
- Students needing Tier 3 supports will be referred for SST's.

Contract with Hand in Hand Mentoring to provide 1 Mentor, 180 school days for 6 hours per day, to provide intensive supports and group sessions to a cohort of students identified through COST. Goal 3 Action 1.

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

1 SSC:

Continue with current services:

- Materials and supplies
- Awards Recognition (Academic, Student of the Month)
- Monthly Character Count activities and recognition
- Supplemental contracts for NTAs to support students

Shared with SSC educationally related field trip opportunities provided for students and data on student behaviors here at Vang

2 ELAC:

Continue with current services:

- Materials and supplies
- Awards Recognition (Academic, Student of the Month)
- Monthly Character Count activities and recognition
- Supplemental contracts for NTAs to support students

Shared with ELAC educationally related field trip opportunities provided for students and data on student behaviors here at Vang

3 Staff:

Continue with current services:

- Materials and supplies
- Awards Recognition (Academic, Student of the Month)
- Monthly Character Count activities and recognition
- Supplemental contracts for NTAs to support students

Shared with staff/ILT educationally related field trip opportunities provided for students and data on student behaviors here at Vang

Pao. Also provided information to SSC on daily, weekly, and monthly incentives provided for students based off of 6 Pillars of Character. Informed SSC of continuing strategies to support student with social emotional learning focusing on Growth Mindset and 6 Pillars of Character. In addition, NTAs and classified staff will be provided supplemental contracts to build relationships and support students in social emotional learning.

No suggestions from SSC. Parents satisfied with plan to expand supports for students in Growth Mindset and 6 Pillars of Character.

Pao. Also provided information to ELAC on daily, weekly, and monthly incentives provided for students based off of 6 Pillars of Character. Informed ELAC of continuing strategies to support student with social emotional learning focusing on Growth Mindset and 6 Pillars of Character. In addition, NTAs and classified staff will be provided supplemental contracts to build relationships and support students in social emotional learning.

Parents satisfied with plan to expand supports for students in Growth Mindset and 6 Pillars of Character.

Suggestions:

ELAC suggested investing in school psychologist time. After clarification of the role of school psychologist and suggested plan of strategies, ELAC was satisfied with plan.

Pao. Also provided information to staff/ILT on daily, weekly, and monthly incentives provided for students based off of 6 Pillars of Character. Informed staff/ILT of continuing strategies to support student with social emotional learning focusing on Growth Mindset and 6 Pillars of Character. In addition, NTAs and classified staff will be provided supplemental contracts to build relationships and support students in social emotional learning.

Suggestions from ILT/staff:

- Growth Mindset activities and implementation
- Monthly Rallies & Activities tied to the 6 Pillars of Characters

Suggestions taken and put into plan.

Action 1

Title: Social Emotional Learning and Support

Action Details:

Vang Pao will continue to implement a MTSS to support all students behavioral and social/emotional needs as follows:

1. Continue implementation of a 3 Tiered Level of response and support to student behaviors and behavior incidents.
2. Fully implement all Safe and Civil components such as Class Meetings, Second Step, Guidelines for Success, Growth Mindset, and CHAMPS for all students.
3. Continue to fully implement a Character Counts! focus school-wide.
4. Contract with Hand in Hand Mentoring to provide intervention to a cohort of identified Tier 2 and Tier 3 students needing more individualized supports for social emotional needs.
5. Implement a COST Team to support student's academic, behavioral, social emotional and health needs.

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

- ATLAS Data on Behavioral Entries & Suspensions
- Power BI on Suspensions
- Class Meeting Logs
- SEL Surveys
- Student Surveys (4-6), Staff Surveys and Parent Surveys
- ATLAS Engagements Tool

Owner(s):

- Principal
- Vice Principals
- TSA
- Classroom Teachers
- PRIDE Team
- Mentor
- ILT
- HSL's

Timeline:

- Monthly
- Quarterly

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

- All students will engage in monthly activities centered around the Character Pillar of the month.
- All students will participate in Class Meetings and Second Step lessons on a weekly basis to ensure that students are connected to school socially and emotionally.
- All students will review Vang Pao's Anti-Bullying Rules and Guidelines for Success daily through the morning announcements.
- All students will have the opportunity to be recognized for displaying outstanding character on a daily, weekly, and monthly basis.
- Vang Pao will contract with Hand in Hand Mentoring to support Tier 2 and Tier 3 students needing additional support with their social-emotional needs.
- Supplemental contracts with outside vendors and agencies will be implemented as needed.
- Materials and Supplies needed:
 - Materials and other items required/needed to support students safety and continued reinforcement of the 6 Pillars of Character, Growth Mindset, and school wide activities & events on Social Emotional Needs
 - Books and other reference materials as well as other consumable supplies for Social Emotional Learning
 - Graphics - Direct services for additional materials such as certificates and other resources necessary to support student engagement, safety, behavior and social-emotional needs.
 - Direct Services for Food Services for students/parent engagement and activities
 - Purchase orders to vendors to support student/parent engagement activities.
 - Funds to provide students incentives focused on the 6 pillars of character such as: Weekly "Success Shack" prizes, monthly rallies and quarterly Fun Works Assemblies. Incentives will be purchased from outside vendors through purchase orders.

Specify enhanced services for EL students:

- Goal 2 participation rate and behavioral data will be segregated to monitor EL students.
- 3 Home School Liaisons (Will include at least 1 Spanish and 1 Hmong) to support and communicate with parents.

Explain the 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 & Open House
- Coffee Hour
- Student Success Team (SST's) Meetings
- Parent-Teacher Conferences
- Quarterly Awards Assemblies
- School Messenger & Edu-Text
- Student Homework Folders (TK-3rd) and Agendas/Planners (4th- 6th)

Share suspension and behavioral data during:

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

Specify enhanced services for low-performing student groups:

- Student academic and behavioral data will be used to identify students needing additional SEL supports.
- Mentor will provide services to identified Tier 2 & 3 students to establish a positive connection to school and increase SEL coping strategies.

Describe Professional Learning related to this action:

- Professional Learning provided by PRIDE team and Admin on Safe & Civil modules to continue school's initiatives and focus areas, and Growth Mindset.
- On and Off-site PL on the Implementation of Class Meetings, Second Step, Growth Mindset, and CHAMPS/MAC.
- Professional Learning on the purpose of the COST team, and the referral and monitoring process.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0567 Vang Pao Elementary (Locked)

G3 - All students will demonstrate the character and competencies for workplace success

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			*Other* : Hand in Hand Mentoring Contract to support and engage students, building relationships and connections with others.	20,000.00

\$20,000.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
ADA Attendance	96.566 %	95.761 %	2017-2018	96.761 %
Chronic Absenteeism	8.629 %	11.111 %	2017-2018	9.111 %
Suspensions Per 100	1.424 %	5.145 %	2017-2018	4.145 %

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

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Chronic Absenteeism

Based on Power BI data, Vang Pao's Chronic Absenteeism Rate is 9.1%, which is the lowest in three years. Key factors that contributed to these performance outcomes include:

- Positive connections with staff and students
- Parent Meetings
- Awards assemblies
- CWAS Attendance Chats
- A2A Meetings by Attendance Clerk

Suspensions Per 100

Based on Power BI data, Vang Pao's Suspension per 100 was at 4.69%, which is more than three times our current target. It is noted that the majority of Vang Pao students demonstrate outstanding character and office referrals are not common. Key factors that contributed to the positive student behavior at Vang Pao are:

- Weekly Class Meetings school wide
- Student Clubs
- Positive Incentives
- NTA's to build relationships

ADA Attendance

Based on Power BI data, Vang Pao's current ADA Attendance rate is 95.68%, which is less than 1% below our target. Key factors that contribute to this outcome are:

- Excellent Attendance Assemblies (quarterly)
- Excellent Attendance Awards (quarterly)

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

Chronic Absenteeism

Data pulled from Power BI shows the following % for significant student groups:

- All students: 9.1%
- African-American: 27.7% (13/47 students)
- Asian: .7%
- Hispanic/Latino: 9.4%
- Students with Disabilities: 12.5%
- English Language Learners: 6.7%

Suspensions Per 100

Data pulled from Power BI shows the following % for significant student groups:

- All students: 4.69%
- African-American: 27.78%
- Asian: 3.27%
- Hispanic/Latino: 4.08%
- Students with Disabilities: 15.94%
- English Language Learners: 1.99%

ADA Attendance

Data pulled from Power BI shows the following % for significant student groups:

- All students: 95.87%
- African-American: 89.18%
- Asian: 98.10%
- Hispanic/Latino: 95.76%

- Students with Disabilities: 94.58%
- English Language Learners: 96.33%

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

There were not any major differences between the intended and actual implementation of the 2018-2019 SPSA Goal 4 actions and expenditures.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Add MTSS (COST Team) Meetings bimonthly to identify and monitor supports for Tier 2 and 3 students in the area of academics, behavior, SEL, attendance and health; Goal 4 Action 1 & Action 2

- Progress monitor through COST student caseload incorporating data from RTI, Assessments, and ATLAS student profile.
- Students needing Tier 3 supports will be referred for SST's.

Contract with Hand in Hand Mentoring to provide 1 mentor, 180 school days for 6 hours per day, to provide intensive supports & group sessions to a cohort of students identified through COST. Goal 4 Action 2

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

1 SSC:

- Continue with current services:
 - Materials and supplies
 - Awards Recognition (Academic, Student of the Month)
 - Monthly Character Count activities and recognition
 - Supplemental contracts for NTAs to support students
- Shared with SSC educationally related field trip opportunities provided for students and data on student behaviors here at Vang Pao. Also provided information to SSC on daily, weekly, and monthly incentives provided for students based off of 6 Pillars of Character. Informed SSC of continuing strategies to support student with social emotional learning focusing on Growth Mindset and 6 Pillars of Character. In addition, NTAs and classified staff will be provided supplemental contracts to build relationships and support students in social emotional learning.

2 ELAC:

- Continue with current services:
- Materials and supplies
 - Awards Recognition (Academic, Student of the Month)
 - Monthly Character Count activities and recognition
 - Supplemental contracts for NTAs to support students
- Shared with ELAC educationally related field trip opportunities provided for students and data on student behaviors here at Vang Pao. Also provided information to ELAC on daily, weekly, and monthly incentives provided for students based off of 6 Pillars of Character. Informed ELAC of continuing strategies to support student with social emotional learning focusing on Growth Mindset and 6 Pillars of Character. In addition, NTAs and classified staff will be provided supplemental contracts to build relationships and support students in social emotional learning.
- Parents satisfied with plan to expand supports for students in

3 Staff:

- Continue with current services:
- Materials and supplies
 - Awards Recognition (Academic, Student of the Month)
 - Monthly Character Count activities and recognition
 - Supplemental contracts for NTAs to support students
- Shared with staff/ILT educationally related field trip opportunities provided for students and data on student behaviors here at Vang Pao. Also provided information to staff/ILT on daily, weekly, and monthly incentives provided for students based off of 6 Pillars of Character. Informed staff/ILT of continuing strategies to support student with social emotional learning focusing on Growth Mindset and 6 Pillars of Character. In addition, NTAs and classified staff will be provided supplemental contracts to build relationships and support students in social emotional learning.
- Suggestions from ILT/staff:

No suggestions from SSC. Parents satisfied with plan to expand supports for students in Growth Mindset and 6 Pillars of Character.

Additionally, all actions and strategies in Goal 1 and 2 will be supporting this goal.

Growth Mindset and 6 Pillars of Character.

Suggestions:

ELAC suggested investing in school psychologist time. After clarification of the role of school psychologist and suggested plan of strategies, ELAC was satisfied with plan.

Additionally, all actions and strategies in Goal 1 and 2 will be supporting this goal.

- Growth Mindset activities and implementation
- Monthly Rallies & Activities tied to the 6 Pillars of Characters

Suggestions taken and put into plan.

Additionally, all actions and strategies in Goal 1 and 2 will be supporting this goal.

Action 1

Title: ADA Attendance Student Support & Chronic Absenteeism

Action Details:

Vang Pao will continue to support and educate parents and students on the impact of attendance on academic performance and growth by continuing the partnerships with parents and school site staff.

1. Vang Pao will implement a school-wide attendance program, utilizing incentives to promote perfect attendance for all students.
2. The attendance clerk, School Child Welfare Attendance Specialist will work in tandem with our HSL's to support parents and student's with an absenteeism rate between 5 - 9.99% (Tier 2) and students displaying Chronic Absenteeism, 10% or higher, (Tier 3) through phone calls, home visits and site A2A meetings.
3. Vang Pao will work closely with DPI Personnel and staff to educate parents and students on the importance of being present at school "Every Minute of Every Day."
4. Staff will consistently implement tardy/late protocols.

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

- Daily attendance records/logs
- Home visits
- Attendance Chats (CWAS)
- A2A Meetings
- Health office referrals
- School climate & Culture Data (Parent & Student)
- ATLAS Entry Data (Counseling or Other)

Owner(s):

- Principal
- Vice Principals
- TSA
- Teachers
- Students
- Office Staff
- CWAS
- Home School Liaisons
- PRIDE Team
- SPED Team

Timeline:

- Daily
- Weekly
- Monthly
- Quarterly Incentives

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

- School-wide structures and incentives will be continued, refined and/or created to support getting students to school "Every Minute of Every Day".
- Students that have attendance concerns will work closely with the CWAS to be mentored throughout the school year.
- Supplemental contracts with outside vendors and agencies will be implemented as needed.

- Materials and Supplies needed:
 - 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 to vendors to support student/parent activities focused on attendance.
 - Funds to provide students attendance incentives such as monthly rallies and quarterly Fun Works Assemblies. Incentives will be purchased from outside vendors through purchase orders.
 - Supplemental Contracts for Teachers (Detention, Saturday Academy, After-school tutoring)
 - Substitutes to provide coverage for teachers to attend COST or SST meetings or attend professional learning/planning around student attendance and/or school related activities on attendance.
 - Provide funds for costs for students to participate in and 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
 - Supplemental materials, supplies, and resources such as:
 - materials and other items required/needed to support students' attendance
 - other consumable supplies for Attendance
 - Books and other reference materials also as needed.

Specify enhanced services for EL students:

- Attendance data will be segregated to monitor EL Students.

Explain the 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 & Open House
- Coffee Hour
- Parent-Teacher Conferences
- Quarterly Awards Assemblies
- School Messenger & Edu-Text
- Student Homework Folders (TK-3rd) and Agendas/Planners (4th- 6th)
- Staff will make proactive contacts with parents of students with elevated absences.

Parents will be provided with information around the importance of attendance during:

Specify enhanced services for low-performing student groups:

ADA Attendance

Identified low-performing groups include our African-American student populations. The following services will be provided:

- COST Team will be implemented and meet bi-monthly to establish interventions and monitor students who are continuously tardy or absent.
- The CWAS will partner with identified students to hold data chats and develop goals/benchmarks to improve daily attendance.

Chronic Attendance

Identified low-performing groups include our Students with Disabilities and African-American student populations. In digging deeper, it is noted that only 62.5% of students with disabilities, and 50% of African-American students responded favorably when asked about having a caring adult in school. The following services will be provided:

- COST Team will be implemented and meet bi-monthly to establish interventions and monitor students who are chronically tardy or absent.
- The CWAS will partner with identified students and their parents to hold data chats and develop goals/benchmarks to improve daily attendance and connections to school.
- RSP teacher and/or Speech Therapist will make proactive contact with parents of students with chronic attendance.

Describe Professional Learning related to this action:

- Professional learning on building relationships and continuing to make connections with students and staff to support attendance.
- Staff that is involved with the PRIDE team will be provided with extra pay contracts to support the planning of activities, development of structures and procedures and support school climate and culture as a whole.
- All teachers will receive professional learning around absenteeism and how to support students with attendance concerns.

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

Action 2

Title: Suspensions Per 100

Action Details:

Vang Pao will focus on decreasing the suspension rate through strategic and targeted actions that involve all stakeholders.

1. Teachers and Staff will create a positive school environment through providing SEL opportunities on a daily basis.
2. Students with recurring Tier 2 behaviors will be referred to the COST team to plan for interventions to address specific behaviors.
3. Students with recurring Tier 2 and Tier 3 behaviors that have not improved through COST interventions will be referred to SSTs.
4. Admin will hold parent meetings with all students who have repeatedly demonstrated Tier 3 Misbehavior's and parents of these students will be provided resources to support the progress of their child at home.
5. Contract with Hand in Hand Mentoring to provide intervention to a cohort of identified Tier 2 and Tier 3 students needing more individualized supports for behavioral needs.

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

- ATLAS Student Portfolio Data
- Classroom referral and Office referral data
- Power BI
- California Dashboard

Owner(s):

- Principal
- Vice-Principals
- COST team
- Teachers
- Parents
- Students
- HSL
- CWAS
- Mentor
- ILT
- PRIDE Team
- SPED Team

Timeline:

- Teachers weekly monitoring classroom referral/behavior system
- Vice-Principals monitoring office referral/suspension data weekly.
- Bi-Monthly COST meetings and reports to teachers/staff
- Review/report quarterly data to parents.

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

- All students will participate in Class Meetings and Second Step lessons on a weekly basis to ensure that students are connected to school socially and emotionally.
- School-wide structures and incentives will be continued, refined, and/or created to support positive student behaviors.
- Hand in Hand Mentoring will work with referred students to provide mentoring sessions and teach coping strategies.
- Invite guest speakers or hold assemblies that focus on the importance of demonstrating good character and the growth mindset.

Materials Needed:

- Class Meeting, Second Step and Olweus Curriculum
- Materials and supplies to support SEL lessons and activities
- Positive behavior incentives.

Specify enhanced services for EL students:

- Counseling and interventions will be offered in students primary language when available.
- HSL will ensure that students and parents are able to access any resources/information that is not in their primary language.

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

- Parents will be provided with information around the importance of positive behavior during monthly Parent Coffee Hour, School Site Council and ELAC meetings.
- Staff will make proactive contacts with parents of students with increased misbehavior.
- Home School Liaisons will work with staff to ensure the communication of information (both available resources and behavior expectations), make home visits, make parent contact and connect parents with appropriate off-site resources.
- Hand in Hand Mentoring will connect parents to off-site resources.

Specify enhanced services for low-performing student groups:

- Student discipline and suspension data will be used to ensure that low-performing students are provided access to social-emotional resources.

Describe Professional Learning related to this action:

- All teachers will receive professional learning about trauma, triggers, and how to deal/support students with trauma through District TSAs or Hand in Hand mentoring.
- All teachers will receive professional learning on how to support students with behavior concerns through the PRIDE Team and DPI support staff.
- Teachers and Admin will continue to seek opportunities for off-site professional learning pertaining to supporting students' social-emotional needs, including travel and conference expenses. (Safe & Civil School Conference, district provided PL during non-duty hours as applicable...)

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0567 Vang Pao Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent materials and supplies to parent engagement and communication for Goals 1-4 and Actions 1-6 such as student planners for grades 4-6 and student folders for grades TK-3rd. No Food/Incentives.	500.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cons Svc/Oth			FunWorks: 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.	3,500.00

\$4,000.00

2019-2020 Budget for SPSA/School Site Council

State/Federal Dept 0567 Vang Pao Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.4375	CTs will work with 6 Teaching Fellows to provide Tiers 2 & 3 Intervention for targeted students for 45 minutes per day, 4 days per week. Goal 1, A1 & 3	29,595.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Supplemental instructional materials and supplies for students and teachers to support Goals 1-4 and Actions 1-6 and all curricular content areas. - No Food/Incentives	1,022.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			(Babysitting) Classified staff to support parent engagement in school events and activities such as ELAC, SSC, parent classes, etc. to support Actions 1-6	1,249.00
G1A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	0.4375	HSL will support and communicate with parents for the academic progress of students, redesignation and/or other concerns. Goals 1-4, A 1,2	15,679.00
G1A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	HSL will support and communicate with parents for the academic progress of students, redesignation and/or other concerns. Goals 1-4, A 1,2	14,626.00
G1A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		14,473.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3125	CTs will work with 6 Teaching Fellows to provide Tiers 2 & 3 Intervention for targeted students for 45 minutes per day, 4 days per week. Split Fund 7090 & 7091. Goal 1, A1 & 3	35,474.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3125	CTs will work with 6 Teaching Fellows to provide Tiers 2 & 3 Intervention for targeted students for 45 minutes per day, 4 days per week. Split Fund 7090 & 7091. Goal 1, A1 & 3	32,006.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for Data Chats, SSTs, Professional Development, Side by Side Coaching, Peach Blossom, Engagements, etc.	7,030.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts provided for PLC, COST, Teachers and Lead Teachers to meet and analyze data, plan instruction and strategies to support students' academic and social emotional learning, addressing Actions 1-6. Contracts will be available for teachers to provide after school tutoring.	14,915.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Instructional support software program licenses; will pay for iReady, STAR (AR), MobyMax, and Starfall to support Goals 1-4 Actions 1-6	14,748.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Supplemental instructional materials and supplies for students and teachers to support Goals 1-4, Actions 1-6 Incentives for students to promote academics, social emotional needs, and engagements. Direct services of on and off campus field trips to support student's academics, social emotional needs, and engagements, as addressed by Goals 1-4, Actions 1-6	33,520.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Purchase of tablets/laptops and other needed technology such as printers, projectors, projector bulbs, document cameras, etc. to support instruction	10,000.00

G1A1		Instruction	Nc-Equipment				of students' academic and social emotional learning to support Goals 1-4, Actions 1-6	10,000.00
G1A1	Sup & Conc	Instruction	Subagreements				California Teaching Fellows Foundation : California Teaching Fellows Foundation; Teaching Fellows to support struggling students in grades K-6 to address Goals 1-4, Actions 1-6 Teaching Fellows will support intervention with 3 Certificated Tutors to pull small groups for at least 40 minutes, 4 days per week. Teaching Fellows will be utilized to support 1st Grade teachers with small group/differentiated instruction during Blended Learning time.	64,720.00
G1A1	Sup & Conc	Instruction	Travel				Conference fees and travel will be provided to build the capacity of staff to support Goals 1-4, Actions 1-6	8,000.00
G1A1	Sup & Conc	Instruction	Copier Maint				Copier lease for staff to use upstairs for instructional support to address Goals 1-4, Actions 1-6	5,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint				Direct Maintenance of technology to support Goals 1-4, Actions 1-6	4,500.00
G1A1	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 Goals 1-4, Actions 1-6	3,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth				Education Elements: Actions 2 & 3	10,000.00
G1A1	Sup & Conc	Instructional Supervision & Adm	Travel				Conference fees and travel will be provided to build the capacity and support staff and administration to support Goals 1-4, Actions 1-6	4,000.00
G1A1	Sup & Conc	Parent Participation	Cls Sup-Sup				Classified staff will provide translations services for parent teacher conferences, parent meetings and trainings, etc. Supports Actions 1-6	5,119.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp				Parent materials and supplies to support parent engagement and communication for Goals 1-4, Actions 1-6	2,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1250		CTs will work with 6 Teaching Fellows to provide Tiers 2 & 3 Intervention for targeted students for 45 minutes per day, 4 days per week. Split Fund 7090 & 7091. Goal 1, A1 & 3	14,189.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1250		CTs will work with 6 Teaching Fellows to provide Tiers 2 & 3 Intervention for targeted students for 45 minutes per day, 4 days per week. Split Fund 7090 & 7091. Goal 1, A1 & 3	12,802.00
G1A1	LCFF: EL	Instruction	Teacher-Supp				Supplemental contracts provided for PLC, COST, Teachers and Lead Teachers to meet to analyze data, plan instruction and strategies to support English Language Learners' academic and social/emotional learning, addressing Actions 1-6. Contracts for teachers will be provided for after school tutoring and Vang Pao Saturday ELD Squad tutoring to support English Language Learners.	5,634.00
G1A1	LCFF: EL	Instruction	Bks & Ref				Instructional support software program licenses; will pay for iReady, STAR(AR), MobyMax and Starfall to support Goals 1-4, Actions 1-6	14,546.00
G1A1	LCFF: EL	Instruction	Mat & Supp				Supplemental instructional materials and supplies for students and teachers to support Goals 1-4, Actions 1-6 Incentives for students to promote academics, social emotional needs, and engagements.	5,780.00

G1A1		Instruction	Mat & Supp	Direct services of on and off campus field trips to support student's academics, social emotional needs, and engagements, as addressed by Goals 1-4, Actions 1-6	5,780.00
G1A1	LCFF: EL	Instruction	Nc-Equipment	Purchase of tablets/computers and other needed technology such as printers, projectors, projector bulbs, document cameras, etc. to support instruction of students' academics and social emotional learning to address Goals 1-4, Actions 1-6	5,312.00
G1A1	LCFF: EL	Instruction	Subagreements	California Teaching Fellows Foundation : California Teaching Fellows Foundation; Teaching Fellows to support struggling students in Grades K-6 to address Goals 1-4, Actions 1-6 Teaching Fellows will support intervention with 3 Certificated Tutors to pull small groups for at least 40 minutes, 4 days per week Teaching Fellows will be utilized to support 1st Grade teachers with small group/differentiated instruction during Blended Learning time.	27,737.00
G1A1	LCFF: EL	Instruction	Travel	Conference fees and travel will be provided to build the capacity of staff to support Goals 1-4, Actions 1-6	4,000.00
G1A2	Sup & Conc	Instruction	Direct-Food	Direct food services for Professional Learning of staff to support student academics and social emotional learning needs of students. Supports Goals 1-4, Actions 1-6	1,500.00
G1A3	Title 1 Basic	Attendance & Social Work Services	Local Mileage	HSL Mileage for home visits to support Goal 1-4 and Actions 1-6	500.00
G1A3	LCFF: EL	Instruction	Teacher-Subs	Substitutes for Data Chats, Professional Development, Side by Side Coaching, Planning on and off site to support English Learners in Re-Designation and language progress and proficiency, supporting Actions 1-6	4,941.00
G1A3	LCFF: EL	Instruction	Direct-Other	ELPAC assessors to support assessment of English Learners	5,000.00
G1A3	LCFF: EL	Instructional Supervision & Administration	Travel	Conference fees and travel will be provided to build the capacity and support of staff and administration to support Goals 1-4, Actions 1-6	3,000.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Ext	HSLs (Extra Time) will provide translation services for parent teacher conferences, parent meetings and trainings. HSLs will make needed phone calls to parents regarding teacher concerns for academic and social emotional learning. Supports Actions 1-6	9,948.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Sup	(Babysitting) Classified staff to support parent engagement in school events and activities, such as ELAC, SSC and parent classes to support Actions 1-6	3,078.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp	Food for parent meetings such as SSC, ELAC, and parent classes	1,000.00
G2A1	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 other engagements.	5,000.00
G3A1	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth	*Other* : Hand in Hand Mentoring Contract to support and engage students, building relationships and connections with others.	20,000.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp	Parent materials and supplies to parent engagement and communication for Goals 1-4 and Actions 1-6	500.00

G4A1	Parent Participation	Mat & Supp	such as student planners for grades 4-6 and student folders for grades TK-3rd. No Food/Incentives.	500.00	
G4A1	Sup & Conc	Attendance & Social Work Service	Cons Svc/Oth	FunWorks: 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.	3,500.00

\$478,643.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$77,644.00
Sup & Conc	7090	\$284,032.00
LCFF: EL	7091	\$116,967.00
Grand Total		\$478,643.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$449,643.00
G2 - All students will engage in arts, activities, and athletics	\$5,000.00
G3 - All students will demonstrate the character and competencies for workplace success	\$20,000.00
G4 - All students will stay in school on target to graduate	\$4,000.00
Grand Total	\$478,643.00