

**Vang Pao Elementary**

10621660119339

Principal's Name: Yua Lee

Principal's Signature:

A handwritten signature in black ink, appearing to read "Yua Lee". The signature is written in a cursive style with a large loop at the end of the last name.

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

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<b>District Goals</b>	
<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**

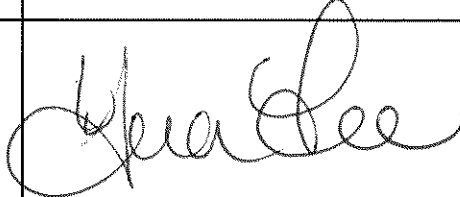

<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

**School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Yua Lee</b>	X				
2. <b>Chairperson -Faviola Guzman</b>		X			
3. <b>May Yang</b>		X			
4. <b>Kathleen Scrivner</b>		X			
5. <b>Phing Ching Yang</b>			X		
6. <b>Angelica Guzman</b>				X	
7. <b>Khamsouk Vue</b>				X	
8. <b>Isabel Vargas (DAC Representative)</b>				X	
9. <b>Blia Yang</b>				X	
10. <b>Margaret Mancilla</b>				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**

<b>School Name:</b>			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
<b>Title</b>	<b>Print Name Below</b>	<b>Signature Below</b>	<b>Date</b>
<b>Principal</b>	Yua Lee		4/22/2020
<b>SSC Chairperson</b>	Faviola Guzman		4/22/2020

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 2020/21

Vang Pao - 0567

**ON-SITE ALLOCATION**

3010	Title I	\$87,132 *
7090	LCFF Supplemental & Concentration	\$273,782
7091	LCFF for English Learners	\$117,729
<b>TOTAL 2020/21 ON-SITE ALLOCATION</b>		<b>\$478,643</b>

\* These are the total funds provided through the Consolidated Application

\* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$2,466
Remaining Title I funds are at the discretion of the School Site Council	\$84,666
Total Title I Allocation	\$87,132

## Vang Pao Elementary 2020-2021 - 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)	8.72 %	27.603 %	2018-2019	34.603 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	45.514 %	41.522 %	2018-2019	48.522 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	40.108 %	42.702 %	2018-2019	49.702 %
SBAC ELA Distance from Level 3 (African American)		-40.4 pts	2018-2019	-25.4 pts
SBAC Math Distance from Level 3 (African American)		-57.9 pts	2018-2019	-42.9 pts

**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)

Although we did not meet our established target of 42.36%, Vang Pao did show a 3% increase in students that met/exceeded standards in ELA (41.52%). During the 2019/20 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 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 student's 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 i-Ready, IAB/FIAB's, and SBAC.
- Regional ILT's focused on PLC's aligning level of rigor to SBAC released questions, Data Analysis protocols, CFA's, CFS and responding to results.

**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)

During the 2019-20 school year, due to the elimination of the district illuminate assessment, we did not have grade level comparable data to demonstrate proficiency rates of students at multiple points in the school year. Although we did begin to implement IAB's and FIAB's in grades 3-6, in many cases we did not have comparable scores from the 2018-19 school year. As a site we are still determining how to use i-Ready diagnostic scores to inform our instruction outside of including it in our Blended Learning Blocks.

Tier 3 Pull-out needs to be more closely monitored to ensure effective instructional strategies are being implemented during the entire 45-minute block.

#### SBAC ELA Distance from Level 3 (African American)

Although showing an overall increase of 3% on SBAC ELA, our African American, Asian, and EL student groups showed a decrease in the percentage of students meeting/exceeding standards. 3<sup>rd</sup> grade overall also showed a slight decrease in performance. Key factors for disproportionality could be due to the following:

- Implementation of COST (MTSS) has allowed for on-going progress monitoring of Tier 3 students with documentation of interventions provided, effectiveness of interventions, and recommendations for assessment as needed.

#### **SBAC ELA Distance from Level 3 (African American)**

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

Vang Pao exceeded the established target with 42.7% of students meeting/exceeding standards, an increase of 9.5% from 17/18. During the 2019/20 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 Blended Learning Block of GoMath Personal Trainer, MobyMax, i-Ready and small group instruction.
- Tier 3 intervention 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 i-Ready, IAB/FIAB's and SBAC.

#### **SBAC Math Distance from Level 3 (African American)**

#### **EL Reclassification Rate (All grade levels)**

##### **Quantitative Data:**

2018-19 28.2% of EL Students were Redesignated

2019-20 5.1% of EL Students were Redesignated

2019-20 Current Enrollment shows 36% of students are English Learners (323 students)

During the 2019-20 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 daily.
- Academic support for Kinder and 1<sup>st</sup> grade are provided for EL students after-school daily.
- PL provided on specific ELPAC domains with instructional resources provided to support students in growth on ELPAC summative assessment.

- Lack of intentional instruction during Blended Learning Blocks/Rtl.
- A lack of implementation of ELD instructional strategies due to no longer being a Focus School w/Leading by Learning.
- Lack of analysis of disaggregated data for CFA's including root-cause analysis and taking action to intervene based on identified trends.

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

During the 2019-20 school year, due to the elimination of the district illuminate assessment, we did not have grade level comparable data to demonstrate proficiency rates of students at multiple points in the school year. Although we did begin to implement IAB's and FIAB's in grades 3-6, in many cases we did not have comparable scores from the 2018-19 school year. As a site we are still determining how to use i-Ready diagnostic scores to inform our instruction outside of including it in our Blended Learning Blocks.

#### **SBAC Math Distance from Level 3 (African American)**

#### **Identify resource inequities or other key factors of dis-proportionality of low-performing student groups.**

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

- Dissemination of IEP goals to GE teacher along with PL that would provide strategies/scaffolds to support students in meeting their identified goals and make growth.
- Highly scaffolded instruction, instruction that is of low rigor, or instruction that is not aligned with GL standards.
- A lack of implementation of ELD instructional strategies due to no longer being a Focus School w/Leading by Learning.
- Lack of analysis of dis-aggregated data for CFA's including root-cause analysis and taking action to intervene based on identified trends.

#### **EL Reclassification Rate (All grade levels)**

##### **Qualitative Data:**

ELPAC cut points were adjusted to raise rigor for the 18/19 summative assessment, which led to very few students being redesignated during the 19/20 school year.

- Teachers are not fully implementing instructional strategies from Leading with Learning (lab school) professional learning sessions.
- Structured supports are not integrated throughout the instructional day using EL strategies identified in Wonders.

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

**ELA & Math:** During the 2019-20 school year, due to the elimination of the district illuminate assessment, we did not have grade level comparable data to demonstrate proficiency rates of students at multiple points in the school year. Although we did begin to implement IAB's and FIAB's in grades 3-6, in many cases we did not have comparable scores from the 2018-19 school year. As a site we are still determining how to use i-Ready diagnostic scores



to inform our instruction outside of including it in our Blended Learning Blocks.

Tier 3 Pull-out needs to be more closely monitored to ensure effective instructional strategies are being implemented during the entire 45-minute block.

**EL Redesignation:** Saturday Academy includes a course specifically for identified EL students to prepare them for ELPAC.

**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.

After analysis of our performance in ELA as well as our concern with the lack of progress our English Learners are making, we will be implementing common site-wide strategies adapted from CORE-6, Making Thinking Visible, and Notice and Note. Our 2020-2021 professional learning will be centered around common learning of research based strategies, sharing of effective implementation by teachers through student learning samples, and analysis of impact based on student progression towards mastery of intended learning outcomes.

As it is evident that our African American students continue to struggle, we will ensure our COST team meets bi-monthly to target students that are low-performing or not showing adequate growth. Additionally, Vice Principals or TSA will hold data chats with those specific students who indicate a continued pattern of low achievement and work alongside them to develop goals with established benchmarks within a 6 week time period targeted to improve academic progress.

**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 student performance data will be shared to SSC, ELAC, Staff and other parent/community stakeholders at scheduled meetings (ELAC, SSC, Parent Coffee Hour, Title 1 Parent Meeting, Staff PL Meetings & Buyback Days) which include multiple opportunities for stakeholder input.

**2** ELAC:

Vang Pao student performance data will be shared to SSC, ELAC, Staff and other parent/community stakeholders at scheduled meetings (ELAC, SSC, Parent Coffee Hour, Title 1 Parent Meeting, Staff PL Meetings & Buyback Days) which include multiple opportunities for stakeholder input.

**3** Staff:

Vang Pao student performance data will be shared to SSC, ELAC, Staff and other parent/community stakeholders at scheduled meetings (ELAC, SSC, Parent Coffee Hour, Title 1 Parent Meeting, Staff PL Meetings & Buyback Days) which include multiple opportunities for stakeholder input. 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 also continue to implement and refine school wide reading comprehension strategies from the CORE Sixbook and ongoing professional development in the areas of reading/language arts, language development, professional learning communities and any other area that enhances literacy development through various organizations including Cullinan, Solution Tree, and Standards Institute.
2. Teachers (through PLCs) will work through assessment cycles with CFA/CSA's, Interim Block Assessments (IABs), and Focused Interim Block Assessments (F-IABs); analyzing data and planning for responses as grade levels

and individual teachers.

3. Vang Pao will implement a comprehensive reading support program through a daily 45 minute Blended Learning Block with an continued emphasis on reading foundational skills and Guided Reading for K-2 students.
4. BAS, i-Ready Diagnostics and CFA results will be used to assess and monitor student progress to adjust instruction and identify of Tier 2 intervention students.
5. BAS, BPST and i-Ready Diagnostic assessment results will lead to identification of Tier 3 intervention students supported by 2 Certificated Tutors and 2 Teaching Fellows.
6. I-Ready, Accelerated Reading 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.

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

- Professional Learning Communities (PLCs) Common Formative Assessments (CFAs)
- Interim Block Assessments (IABs) & Focused Interim Block Assessments (3rd -6th)
- BAS, BPST, and Fluency will be given quarterly (K-2)
- i-Ready Diagnostics
- Tier 3 students will be monitored with BAS or BPST quarterly
- DATA Chats
- RTI Data Spreadsheets
- MTSS (COST Team) bi-monthly referrals and logs.

#### Owner(s):

- Principal
- Vice Principals
- TSA
- Instructional Leadership Team
- Teachers
- Certificated Tutor(s)
- Teaching fellows

#### Timeline:

- Assessment data will be monitored as assessments are administered and scored.
- Professional learning with focused on Core 6 book and text structures from Leading with Learning will be on-going throughout the school year.
- Tier 2 & 3 intervention will be on-going throughout the school year.

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.

#### 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.
- 7 Teaching Fellows to support 1st grade Blended Learning Block
- TSA will oversee 2 Certificated Tutors and 2 Teaching Fellows in implementing Tier 3 intervention for targeted students.
- Supplemental Contracts for Teachers will be provided. (i.e. planning, tutoring, San Joaquin Writing Project Lead Teachers- ELLs)
- Substitutes to support Professional Learning and Planning needs of PLCs, Teachers, 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 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 (minimum of 30 minutes daily) 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-2 English Learners in Foundational Skills with Wonders ELD program
- Vang Pao ELD Saturday Squad and San Joaquin Valley Writing Project focusing on students domain of weakness and writing 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
- 2 Home School Liaisons (1 (7 Hour) Spanish and 1 (3 1/2 hour) Hmong) to support and communicate with parents regarding student academic progress, redesignation and/or attendance 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
- Peachjar
- 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

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

Identified low-performing student groups include our English Language Learners 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 using Core 6 book strategies to support student reading comprehension and Blended Learning
- Professional Learning will be provided on Reading Foundational Skills and Guided Reading Strategies (TK - 2).
- 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 and Design in Five books to support student engagement and planning of Essential Standards
- Digital Literacy and Technology Supports for ELA
- Professional Learning continued to reinforce text types from Leading with Learning work 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 2

**Title:** Math Support and Intervention

### 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 and targeted small group instruction following the administration of grade level CFA/CSA, IAB and FIAB 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 and assessing with CFA/CSA then analyze data and plan for response to support student needs.
2. Teachers will implement a consistent method for teaching and assessing fluency in mathematics.
3. IAB, F-IAB and i-Ready Diagnostic Benchmarks will be used to assess student progress and adjust instruction where necessary to plan for response to support student needs.

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

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

- Professional Learning Communities (PLC) CFA/CSA for Math
- i-Ready Math Diagnostics
- Interim Block Assessments (IAB) and Focused IAB
- Math fluency assessments

#### Owner(s):

- Principal
- Vice Principals
- TSA
- Instructional Leadership Team
- Teachers

#### 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 (90 minutes daily) 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 & 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, 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:

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- Designated (minimum of 30 minutes daily) and Integrated ELD Daily
- Use of scaffolds during instruction
- 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
- 2 Home School Liaisons (1 (7 Hour) Spanish and 1 (3 1/2 hour) Hmong) to support and communicate with parents regarding student academic progress, redesignation and/or attendance concerns
- Conferencing with students on EL assessments and goal setting based on redesignation criteria
- Lab School Work Strategies will continue to be implemented focused on deconstructing math word problems for our ELLs
- Supplemental materials/supplies along with technology will be used to support ELLs during instruction

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

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Parent engagement and activities to support action:

- Parent University Courses
- Title 1 Parent Meeting
- Back to School Night & Open House
- Coffee Chats
- Peachjar
- Student Success Team (SSTs) 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.
- HSLs 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, IEPs 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:

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Identified low-performing groups include English Language Learners 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.
- PLCs 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 20/21 school year and at IEP meetings thereafter.

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

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- Use of Learning by Doing and Design in Five books to support student engagement and planning off of Essential Standards for Math
- Professional Learning on Digital Literacy and Technology Supports for Math
- 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 ELL 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 ELL students that are integrated throughout the instructional day using the Wonders curriculum: Teachers will strategically select appropriate ELL strategies that are suggested in the TE.
3. Teachers will provide targeted instruction for ELL students during the designated instructional block using Wonders curriculum and other resources if appropriate to meet students' needs. The designated block of ELD instruction will be a minimum of 30 minutes a day.
4. Admin and teachers will revisit ELL student data after every PLC, district and state assessments 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.

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

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

- ELPAC Data
- i-Ready Diagnostics
- PLC assessments such as CFA/CSA
- IAB and FIAB
- CASSPP
- BAS (K-2nd)
- 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. ELPAC data will be analyzed by assessed domains and student needs will be addressed during Designated ELD time.

##### Owner(s):

- Principal
- Vice Principals
- TSA
- Instructional Leadership Team
- Teachers
- HSLs
- 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. 1st to 6th grade teachers will have a Designated ELD block of at least 30 minutes daily.
- 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.
- 7 Teaching Fellows to support 1st grade Blended Learning Block
- TSA will oversee 2 Certificated Tutors and 2 Teaching Fellows in implementing Tier 3 intervention for targeted students.
- Supplemental Contracts for Teachers will be provided. (i.e. planning, tutoring)
- Substitutes to support Professional Learning and Planning needs of PLCs, Teachers, 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 etc.to support student/parent engagement/activities and staff professional learning;

- Licenses for online Instructional Programs, such as, STAR(AR) and 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:

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- Designated (minimum of 30 minutes daily) 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
- Vang Pao ELD Saturday Squad and San Joaquin Valley Writing Project focusing on students domain of weakness and writing will be provided to support LTEL's and those at risk of becoming LTEL's towards redesignation; (Supplemental contracts for teachers)
- Supplemental contracts for teachers will be provided for additional tutoring of ELLs
- Visual Supports (Charts to support Instruction of Content)
- Lab School Work Strategies will continue to be implemented
- 2 Home School Liaisons (1 (7 Hour) Spanish and 1 (3 1/2 hour) Hmong) to support and communicate with parents regarding student academic progress, redesignation and/or attendance 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.
- ELPAC assessors will be used to support student success on the ELPAC assessment.

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

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Parent engagement and activities to support action:

- Parent University Courses
- Title 1 Parent Meeting
- Back to School Night & Open House
- Coffee Chats
- Peachjar
- 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
- SST's/IEP's

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

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Identified low-performing student groups include our English Language Learners. 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.
- 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 20/21 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:

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- 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 to support language development.
- Professional Learning, Coaching and Planning with San Joaquin Valley Project for ELLs
- Data Analysis and Action Planning by teacher, PLC teams, and school-wide
- Professional learning with focused on Core 6 book and text structures from Leading with Learning will be on-going throughout the school year.
- 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

# 2020-2021 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	Parent Participation	Cls Sup-Sup			Babysitting to support parent engagement for meetings addressing Goals 1-4.	3,793.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3125		35,127.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2500		18,520.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for Data Chats, SSTs, Pls, and engagement opportunities. Supports Goals 1-4	7,130.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for tutoring, PL, and PLC. Support Goal 1, Actions 1-3	9,758.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Instructional support software program licenses; will pay for such softwares as STAR (AR), Starfall, and others to support Goals 1-4, Actions 1-6.	6,500.00
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 students' academics, social emotional needs, and engagements as addressed in Goals 1-4, Actions 1-6	42,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Purchase of tablets/laptops and other needed technology such as printers, projectors, projector bulbs, document cameras, ect. to support instruction of students' academic and social emotional learning to support Goals 1-4, Actions 1-6.	12,429.00
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 2 Certificated Tutors to pull small groups at least 40 minutes, 4 days a week. Teaching Fellows will be utilized to support 1st grade teachers with small groups/differentiated instruction during Blended Learning.	63,481.00
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.	4,000.00
G1A1	Sup & Conc	Instruction	Copier Maint			Copier lease for staff to use upstairs for instructional support to address Goals 1-4, Actions 1-6.	6,500.00



# 2020-2021 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	Sup & Conc	Instruction	Direct-Maint			Direct maintenance for technology to support Goals 1-4, Actions 1-6	2,500.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics Dept will be utilized for various certificates and incentives to support academic and social emotional learning needs of students. Supports Goals 1-4, Actions 1-6.	2,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Travel			: Conference fees and travel will be provided to build the capacity of staff to support Goals 1-4, Actions 1-6.	2,000.00
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	Sup & Conc	Parent Participation	Mat & Supp			: Food for parent meetings such as SSC, ELAC, parent classes, etc	1,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1250		14,049.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1875		13,891.00
G1A1	LCFF: EL	Instruction	Bks & Ref			Instructional support software program licenses; will pay for such softwares as STAR (AR), Starfall, and others to support Goals 1-4, Actions 1-6.	6,000.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Purchase of tablets/laptops and other needed technology such as printers, projectors, projector bulbs, document cameras, ect. to support instruction of students' academic and social emotional learning to support Goals 1-4, Actions 1-6.	3,555.00
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 2 Certificated Tutors to pull small groups at least 40 minutes, 4 days a week. Teaching Fellows will be utilized to support 1st grade teachers with small groups/differentiated instruction during Blended Learning.	27,208.00
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 for Goals 1-4, Actions 1-6.	2,000.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			Substitutes for Data Chats, PLs. SSTs and engagement opportunities. Supports Goals 1-4.	4,753.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Supplemental Salaries for tutoring, PL, and PLC. Supports Goal 1, Actions 1-3	4,270.00

## 2020-2021 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
G1A3	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 students' academics, social emotional needs, and engagements as addressed in Goals 1-4, Actions 1-6	5,000.00
G1A3	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.	12,000.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC assessors to support assessment of English Learners	5,000.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Sup			Babysitting to support parent engagement meetings addressing Goals 1-4.	3,159.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Sup			Translating support for parent/teacher conferences, SSC, ELAC, SSTs, and other parent meetings.	5,055.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp			Food for parent meetings such as SSC, ELAC, parent classes, etc	1,000.00

**\$325,678.00**

**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 %	91.687 %	2018-2019	98.687 %

**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 87% participation rate in activities for TK-6<sup>th</sup> Grade students. The following are key factors that contribute to the performance outcome for this metric:

- Field Trips
- Clubs
- After School Tutoring
- Drama
- Music (K-3, Recorders, Band & Choir)
- Sports (Football, Volleyball, Basketball, Cross Country, Soccer and Softball)
- Peach Blossom
- Spelling Bee
- School Assemblies (Excellent Attendance, Character Counts, Grizzlies "Wild About Reading", etc.)

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

**Goal 2 Participation Rate**

- Due to limited staff participation, we no longer have clubs or elective wheel engagement opportunities at Vang Pao.
- Due to school closure, we still had grade levels with field trips to take, and clubs that were not able to be continued.

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

19/20 5<sup>th</sup> Grade Goal 2 Participation Rate currently at 65.4%

19/20 6<sup>th</sup> Grade Goal 2 Participation Rate currently at 44%

19/20 SWD Goal 2 Participation Rate currently at 77%

Goal 2 School wide is currently 86.2% down from 92%

Due to school closure, we still had grade levels who had not gone on some of their field trips.

**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.

We did not implement an elective wheel during the 2019-20 school year. We will be expanding opportunities and ensure that all grade levels engage students in 2 field trips each year. Additionally, seek out the help of more classified staff to run clubs and engagement opportunities. Grade level (PLC) will also have more individualized student engagement opportunities.

**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 student engagement data will be shared to SSC, ELAC, Staff and other parent/community stakeholders at scheduled meetings (ELAC, SSC, Parent Coffee Hour, Title 1 Parent Meeting, Staff PL Meetings & Buyback Days) which include multiple opportunities for stakeholder input.

**2** ELAC:

Vang Pao student engagement data will be shared to SSC, ELAC, Staff and other parent/community stakeholders at scheduled meetings (ELAC, SSC, Parent Coffee Hour, Title 1 Parent Meeting, Staff PL Meetings & Buyback Days) which include multiple opportunities for stakeholder input.

**3** Staff:

Vang Pao student engagement data will be shared to SSC, ELAC, Staff and other parent/community stakeholders at scheduled meetings (ELAC, SSC, Parent Coffee Hour, Title 1 Parent Meeting, Staff PL Meetings & Buyback Days) which include multiple opportunities for stakeholder input.

## 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 provided opportunities to engage in a variety of activities, such as dance groups, cheer, leadership, and elective wheel 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
- 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 be provided opportunities to engage in a variety of activities, such as dance groups, cheer, leadership, and elective wheel focused 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 and fund a 5 hour Resource Counseling Assistant 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
  - 2 Home School Liaisons (1 (7 hour) Spanish and 1 (3 1/2 hour) 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
  - Peachjar
  - 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.

## 2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0567 Vang Pao Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Direct 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

**\$5,000.00**

**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 %	95.105 %	2018-2019	100 %
Exposure to Careers - 4th Grade	100 %	96.19 %	2018-2019	100 %
Exposure to Careers - 6th Grade	100 %	51.111 %	2018-2019	99.111 %

**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**  
98.3% increase by 3 % from 18/19

**Exposure to Careers - 4th Grade**  
100% increase by 4% from 18/19

**Exposure to Careers - 6th Grade**  
100% increase by 50% from 18/19

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

**Exposure to Careers - 3rd Grade**  
No disproportionality amongst any student groups  
All at 96% or above

**Exposure to Careers - 4th Grade**  
No disproportionality amongst any student groups  
All at 96% or above

**Exposure to Careers - 6th Grade**  
No disproportionality amongst any student groups  
All at 96% or above

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

Continue to ensure all students by grade level and subgroups are engaged in opportunities

**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.



We will continue to ensure that all students participate next year when school comes back in session.

**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 social emotional learning data will be shared to SSC, ELAC, Staff and other parent/community stakeholders at scheduled meetings (ELAC, SSC, Parent Coffee Hour, Title 1 Parent Meeting, Staff PL Meetings & Buyback Days) which include multiple opportunities for stakeholder input.

**2** ELAC:

Vang Pao social emotional learning data will be shared to SSC, ELAC, Staff and other parent/community stakeholders at scheduled meetings (ELAC, SSC, Parent Coffee Hour, Title 1 Parent Meeting, Staff PL Meetings & Buyback Days) which include multiple opportunities for stakeholder input.

**3** Staff:

Vang Pao social emotional learning data will be shared to SSC, ELAC, Staff and other parent/community stakeholders at scheduled meetings (ELAC, SSC, Parent Coffee Hour, Title 1 Parent Meeting, Staff PL Meetings & Buyback Days) which include multiple opportunities for stakeholder input.

**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. Fund a 5 hour Resource Counseling Assistant and a Hand in Hand Mentor 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
- Resource Counseling Assistance
- Hand in Hand Mentor
- ILT
- HSLs

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 fund a 5 hour Resource Counseling Assistant and Hand in Hand Mentor 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 (including and not limited to Professional learning for staff, build staff culture) to support students safety and continued reinforcement of the 6 Pillars of Character, Growth Mindset, and school wide activities & events on Social Emotional Needs & Cultural Proficiency
  - Books and other reference materials as well as other consumable supplies for Social Emotional Learning & Cultural Proficiency
  - 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/staff engagement and activities
  - Purchase orders to vendors to support student/parent/staff 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.

Specify enhanced services for low-performing student groups:

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

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 (SSTs) Meetings
- Parent-Teacher Conferences
- Quarterly Awards Assemblies
- School Messenger, Edu-Text, & Peachjar
- Student Homework Folders (TK-3rd) and Agendas/Planners (4th- 6th)

Share suspension and behavioral data during:

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, CHAMPS/MAC, and Cultural Proficiency.
- Professional Learning on the purpose of the COST team, and the referral and monitoring process.

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

## 2020-2021 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			Hand In Hand Mentoring : Hand In Hand Mentoring - to support and engage students in building relationships and connecting 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
Chronic Absenteeism	9.111 %	13.504 %	2018-2019	11.504 %
Suspensions Per 100	4.145 %	5.076 %	2018-2019	4.076 %
Chronic Absenteeism (African American)		34.7 %	2018-2019	30.7 %
Suspension Rate (African American)		12.7 %	2018-2019	9.7 %

**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

School wide: increase from 12% to 16.4%

We have had an increase in the number and percentage of students with Chronic Absenteeism especially in our Hispanic student group. 12.9% to 17.7%

#### Chronic Absenteeism (African American)

We have had an increase in the number and percentage of students with Chronic Absenteeism continuing in our African American student group. 28.9% increase to 31.8%

#### Suspension Rate (African American)

We had a decrease in the number of incidents in our African American students being suspended.

Decrease from 31.48 to 15.69

#### Suspensions Per 100

2019-20:

School-wide decrease from 5.21 to 4.24

Suspensions are 6.98 in 3<sup>rd</sup> grade and 6.96 in 5<sup>th</sup> grade per hundred students.

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

#### Chronic Absenteeism

We were not able to launch our COST teams to identify students and needs. There was also a lack of communication amongst staff dealing with attendance

#### Chronic Absenteeism (African American)

We were not able to launch our COST teams to identify students and needs. There was also a lack of communication amongst staff dealing with attendance

#### Suspension Rate (African American)

None-it decreased from last year

#### Suspensions Per 100

Our suspension rate is down compared to last year. We connected students with Mentor.

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

**Chronic Absenteeism:**

We were unable to form Data teams-involving CWAS, HSLs, Office Assistant, TSA, and Admin to identify and support students with Chronic Absenteeism.

**Suspension Rate (African American)**

We were unable to form Data teams-involving CWAS, Mentor, RCA, TSA, and Admin to identify and support students with suspensions early.

**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.

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We will be seeking the support of staff from DPI to help launch our school's COST Team to support in both Absenteeism and Suspensions. Additionally, our Mentor and RCA will be getting professional development to support students back at the site. Additionally, our PRIDE team will be conducting monthly PLs where they will engage the teachers in a Class Meeting to support this implementation in the classroom.

We are funding a full time Spanish HSL, plus a Resource Counseling Assistant, and continue to fund a Mentor.

**Chronic Absenteeism:**

We will be forming Data teams-involving CWAS, HSLs, Office Assistant, TSA, and Admin to identify and support students with Chronic Absenteeism. We will need to know students by name to support them. Connect these students to Mentor and RCA.

**Suspension Rate (African American)**

We will be forming Data teams-involving CWAS, Mentor, RCA, TSA, and Admin to identify and support students with suspensions early. We will need to know students by name to support them. Connect these students to Mentor and RCA.

**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.

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**1 SSC:**

Vang Pao absenteeism and suspension data will be shared to SSC, ELAC, Staff and other parent/community stakeholders at scheduled meetings (ELAC, SSC, Parent Coffee Hour, Title 1 Parent Meeting, Staff PL Meetings & Buyback Days) which include multiple opportunities for stakeholder input.

**2 ELAC:**

Vang Pao absenteeism and suspension data will be shared to SSC, ELAC, Staff and other parent/community stakeholders at scheduled meetings (ELAC, SSC, Parent Coffee Hour, Title 1 Parent Meeting, Staff PL Meetings & Buyback Days) which include multiple opportunities for stakeholder input.

**3 Staff:**

Vang Pao absenteeism and suspension data will be shared to SSC, ELAC, Staff and other parent/community stakeholders at scheduled meetings (ELAC, SSC, Parent Coffee Hour, Title 1 Parent Meeting, Staff PL Meetings & Buyback Days) which include multiple opportunities for stakeholder input.

**Action 1**

**Title:** ADA Attendance Student Support & Chronic Absenteeism

[Action Details:](#)

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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
- Power BI
- 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.

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.

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

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Parent engagement and activities to support action:

- Parent University Courses
- Title 1 Parent Meeting
- Back to School Night & Open House
- Coffee Hour
- Peachjar
- 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:

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

## **Action 2**

**Title:** Suspensions Per 100

#### **Action Details:**

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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.

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

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- 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.



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 SST's.
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 and fund a Resource Counseling Assistant 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
- Resource Counseling Assistant (RCA)
- 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 Mentor and Resource Counseling Assistant 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.

##### 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 TSA's or Hand in Hand mentoring.
- All teachers will receive professional learning on how to support students with behavior concerns through

- 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 Mentor and Resource Counseling Assistant will connect parents to off-site resources.

- 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...)

## 2020-2021 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 support parent engagement in school events and activities such as ELAC, SSC, parent classes, ect to support Actions 1-6. (No Food/Incentives)	1,239.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	0.4375	"No translation of mandatory items such as ELAC and IEP"	20,305.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.8750	"No translation of mandatory items such as ELAC and IEP"	55,598.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Ext			HSL extra time for support for attendance, behavior and parent engagement.	5,697.00
G4A1	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
G4A1	Sup & Conc	Attendance & Social Work Service	Cons Svc/Oth			Fun Works : Funworks contract to support student attendance and truancy rate for students with perfect attendance quarterly and to build culture and climate in school wide assemblies to address social emotional needs.	2,000.00
G4A2	Sup & Conc	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	New position for 20/21	29,837.00
G4A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.1875	New position for 20/21	12,789.00

**\$127,965.00**

## 2020-2021 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	Parent Participation	Cls Sup-Sup			Babysitting to support parent engagement for meetings addressing Goals 1-4.	3,793.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3125		35,127.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2500		18,520.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for Data Chats, SSTs, Pls, and engagement opportunities. Supports Goals 1-4	7,130.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for tutoring, PL, and PLC. Support Goal 1 , Actions 1-3	9,758.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Instructional support software program licenses; will pay for such softwares as STAR (AR), Starfall, and others to support Goals 1-4, Actions 1-6.	6,500.00
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 students' academics, social emotional needs, and engagements as addressed in Goals 1-4, Actions 1-6	42,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Purchase of tablets/laptops and other needed technology such as printers, projectors, projector bulbs, document cameras, ect. to support instruction of students' academic and social emotional learning to support Goals 1-4, Actions 1-6.	12,429.00
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 2 Certificated Tutors to pull small groups at least 40 minutes, 4 days a week. Teaching Fellows will be utilized to support 1st grade teachers with small groups/differentiated instruction during Blended Learning.	63,481.00
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.	4,000.00
G1A1	Sup & Conc	Instruction	Copier Maint			Copier lease for staff to use upstairs for instructional support to address Goals 1-4, Actions 1-6.	6,500.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct maintenance for technology to support Goals 1-4, Actions 1-6	2,500.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics Dept will be utilized for various certificates and incentives to support academic and social emotional learning needs of students. Supports Goals 1-4, Actions 1-6.	2,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Travel			: Conference fees and travel will be provided to build the capacity of staff to support Goals 1-4, Actions 1-6.	2,000.00

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	Sup & Conc	Parent Participation	Mat & Supp			: Food for parent meetings such as SSC, ELAC, parent classes, etc	1,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1250		14,049.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1875		13,891.00
G1A1	LCFF: EL	Instruction	Bks & Ref			Instructional support software program licenses; will pay for such softwares as STAR (AR), Starfall, and others to support Goals 1-4, Actions 1-6.	6,000.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Purchase of tablets/laptops and other needed technology such as printers, projectors, projector bulbs, document cameras, ect. to support instruction of students' academic and social emotional learning to support Goals 1-4, Actions 1-6.	3,555.00
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 2 Certificated Tutors to pull small groups at least 40 minutes, 4 days a week. Teaching Fellows will be utilized to support 1st grade teachers with small groups/differentiated instruction during Blended Learning.	27,208.00
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 for Goals 1-4, Actions 1-6.	2,000.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			Substitutes for Data Chats, PLs. SSTs and engagement opportunities. Supports Goals 1-4.	4,753.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Supplemental Salaries for tutoring, PL, and PLC. Supports Goal 1, Actions 1-3	4,270.00
G1A3	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 students' academics, social emotional needs, and engagements as addressed in Goals 1-4, Actions 1-6	5,000.00
G1A3	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.	12,000.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC assessors to support assessment of English Learners	5,000.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Sup			Babysitting to support parent engagement meetings addressing Goals 1-4.	3,159.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Sup			Translating support for parent/teacher conferences, SSC, ELAC, SSTs, and other parent meetings.	5,055.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp			Food for parent meetings such as SSC, ELAC, parent classes, etc	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	5,000.00

G2A1		Instruction	Direct Trans			engagements.	5,000.00
G3A1	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Hand In Hand Mentoring : Hand In Hand Mentoring - to support and engage students in building relationships and connecting with others.	20,000.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent materials and supplies to support parent engagement in school events and activities such as ELAC, SSC, parent classes, ect to support Actions 1-6. (No Food/Incentives)	1,239.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	0.4375	"No translation of mandatory items such as ELAC and IEP"	20,305.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.8750	"No translation of mandatory items such as ELAC and IEP"	55,598.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Ext			HSL extra time for support for attendance, behavior and parent engagement.	5,697.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Local Mileage			HSL Mileage for home visits to support Goal 1- 4 and Actions 1-6	500.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cons Svc/Oth			Fun Works : Funworks contract to support student attendance and truancy rate for students with perfect attendance quarterly and to build culture and climate in school wide assemblies to address social emotional needs.	2,000.00
G4A2	Sup & Conc	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	New position for 20/21	29,837.00
G4A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.1875	New position for 20/21	12,789.00
							<b>\$478,643.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$87,132.00
Sup & Conc	7090	\$273,782.00
LCFF: EL	7091	\$117,729.00
<b>Grand Total</b>		<b>\$478,643.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$325,678.00
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	\$127,965.00
<b>Grand Total</b>	<b>\$478,643.00</b>