

Vang Pao Elementary

10621660119339

Principal's Name: Yua Lee

Principal's Signature:

A handwritten signature in cursive script that reads "Yua Lee". The signature is written in black ink and is positioned to the right of the text "Principal's Signature:".

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

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Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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

Consolidated Program Assurances

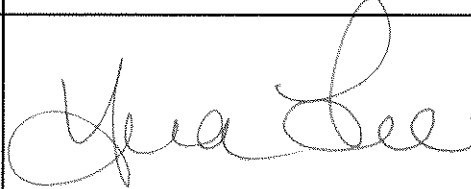
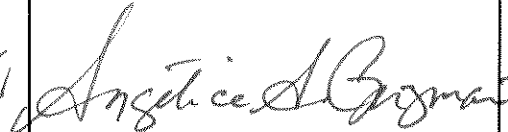
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Yua Lee	X				
2. Chairperson - Angelica Guzman				X	
3. Isabel Vargas-DAC Representative				X	
4. Blia Yang				X	
5. Khamsouk Vue				X	
6. Margarita Mancilla				X	
7. Nadia Hoover			X		
8. May Yang	X				
9. Faviola Guzman	X				
10. Kathleen Scrivner	X				
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name: Vang Pao Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Yua Lee		5/17/2021
SSC Chairperson	Angelica A Guzman		5/17/2021

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2021/22

Vang Pao - 0567

ON-SITE ALLOCATION

3010	Title I	\$92,345 *
7090	LCFF Supplemental & Concentration	\$298,386
7091	LCFF for English Learners	\$125,955
7099	School Opening Support <i>(New! One-time funds)</i>	<u>\$33,702</u>
TOTAL 2021/22 ON-SITE ALLOCATION		\$550,388

* 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	\$2,409
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$89,936</u>
	Total Title I Allocation	\$92,345

Vang Pao Elementary 2021-2022 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
I-Ready ELAD2 On Level		31.25 %	2020-2021	38.25 %
I-Ready Math D2 On Level		27.08 %	2020-2021	34.08 %
I-Ready ELAD2 On Level (African American)		13.79 %	2020-2021	20.79 %
I-Ready Math D2 On Level (African American)		7.41 %	2020-2021	14.41 %

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

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

I-Ready ELA D2 On Level

1. Funding sources were re-allocated to support technology needs and engagement of students virtually. CTs supported 1st grade students in reading and foundational skills.
2. Teachers provided small group instruction - students who were engaged in class and during small group instruction continued to make growth in Language Arts and Math.

I-Ready ELA D2 On Level (African American)

1. Funding sources were re-allocated to support technology needs and engagement of students virtually. CTs supported 1st grade students in reading and foundational skills.
2. As mentioned in number 1, one of the major contributing factor that impacted African American student group was attendance of daily live instruction. Similar to schools across the district our CWAS and HSL helped to support and engage our African-American students by making phone calls and home visits.
3. Teachers provided small group instruction - students who were engaged in class and during small group instruction continued to make growth in Language Arts and Math.

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

I-Ready ELA D2 On Level

1. Funding sources were re-allocated to support technology needs and engagement of students virtually. CTs supported 1st grade students in reading and foundational skills.
2. Teachers provided small group instruction - students who were engaged in class and during small group instruction continued to make growth in Language Arts and Math.

I-Ready ELA D2 On Level (African American)

1. Funding sources were re-allocated to support technology needs and engagement of students virtually. CTs supported 1st grade students in reading and foundational skills.
2. As mentioned in number 1, one of the major contributing factor that impacted African American student group was attendance of daily live instruction. Similar to schools across the district our CWAS and HSL helped to support and engage our African-American students by making phone calls and home visits.
3. Teachers provided small group instruction - students who were engaged in class and during small group instruction continued to make growth in Language Arts and Math.

I-Ready Math D2 On Level

I-Ready Math D2 On Level

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I-Ready Math D2 On Level (African American)

1. Funding sources were re-allocated to support technology needs and engagement of students virtually. CTs supported 1st grade students in reading and foundational skills.
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3. Teachers provided small group instruction - students who were engaged in class and during small group instruction continued to make growth in Language Arts and Math.

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I-Ready Math D2 On Level (African American)

1. Funding sources were re-allocated to support technology needs and engagement of students virtually. CTs supported 1st grade students in reading and foundational skills.
2. As mentioned in number 1, one of the major contributing factor that impacted African American student group was attendance of daily live instruction. Similar to schools across the district our CWAS and HSL helped to support and engage our African-American students by making phone calls and home visits.
3. Teachers provided small group instruction - students who were engaged in class and during small group instruction continued to make growth in Language Arts and Math.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Due to pandemic and school closure, with the implementation of distance learning many components of the SPSA were not implemented. Funding sources were re-allocated to support technology needs and engagement of students virtually. CTs were only supporting 1st grade due to time constraints of distance learning schedules. Teaching Fellow contract was retracted due to time constraints of distance learning schedules. Professional learning opportunities were also limited from site due to time constraints.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

With the opening of school, we will implement all the actions and provide the support to all of our students including our ELL students and African American students. We will ensure that data analysis includes specifically looking at the progress of ELL students and African American students; their strengths, areas of growth, and strategically planning lessons to address them.

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:

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

2 ELAC:

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

3 Staff:

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

include multiple opportunities for stakeholder input.

2. SSC, ELAC, Staff and parent/community stakeholders were all provided an opportunity to give feedback and input regarding the writing of the SPSA; needs assessment and prioritizing funding of resources, personnel, etc.
3. SSC parents requested an increase in hours for the Hmong HSL position. SSC and ELAC wanted to continue the support of CTs, Teaching Fellows, RCA Parent Participation opportunities and supplemental resources and materials for academics and SEL needs of all students. Staff wanted to continue funds for instructional materials and supplies, technology, CTs, Teaching Fellows, Student Incentives, and building a positive and collaborative culture.

include multiple opportunities for stakeholder input.

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3. SSC parents requested an increase in hours for the Hmong HSL position. SSC and ELAC wanted to continue the support of CTs, Teaching Fellows, RCA Parent Participation opportunities and supplemental resources and materials for academics and SEL needs of all students. Staff wanted to continue funds for instructional materials and supplies, technology, CTs, Teaching Fellows, Student Incentives, and building a positive and collaborative culture.

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 English Language Development Frameworks to support all students including English Language Learners. As evident in our actions below a tier level of support (MTSS) will be implemented to address the academic needs of all students.

1. Teachers will continue to implement and refine school wide reading comprehension strategies from ongoing professional development in the areas of reading/language arts, language development, professional learning communities and any other areas that enhances literacy development through various organizations including Cullinan, Solution Tree, and Standards Institute. (Tier 1)
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 individually. Hmong DLI staff will follow the same protocols to monitor progress for DLI students. (Tier 1)
3. Vang Pao will implement a comprehensive reading support program through a daily 45 minute Blended Learning Block with continued emphasis on reading foundational skills and Guided Reading for K-2 (Tier 2)
4. BAS, i-Ready Diagnostics and CFA results will be used to assess and monitor student progress and used to adjust instruction and identify students for Tier 2 intervention.
5. BAS, BPST and i-Ready Diagnostic assessment results will lead to identification of Tier 2 intervention students supported by 2 Certificated Tutors and 2 Teaching Fellows.
6. Starfall 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 (K-2) will be given quarterly
- i-Ready Diagnostics
- Tier 2 students will be monitored with BAS or BPST quarterly
- DATA Chats
- RTI Data Spreadsheets
- MTSS (TST Team) referrals and logs.

All data will be analyzed and used by teachers and grade level (PLC's) to inform the instructional path and planning for next steps to re-engage or enrich the learning needs of all students. Certificated Tutors and Teaching Fellows will monitor Tier 2 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 and administration.

Owner(s):

- Principal
- Vice Principals
- TSA
- Instructional Leadership Team
- Teachers including SPED and DLI
- Certificated Tutor(s)
- Teaching fellows
- Students in 3rd - 6th

Timeline:

- Assessment data will be monitored as assessments are administered and scored daily, weekly, monthly, quarterly and yearly.
- Tier 2 intervention will be on-going throughout the school year.

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

- High-quality first instruction of ELA standards utilizing the Wonders curriculum and other 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
- **8 Teaching Fellows** to support 1st and 2nd grade's Blended Learning Block
- Funds for conferences and travel expensional learning in building and supporting staff capacity in addressing the needs of all students
- TSA will oversee 2 Certificated Tutors and 2 Teaching Fellows in implementing Tier 2 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, TST Team meetings, and monthly SSTs/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, Starfall and other computer-based technology programs to 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, 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

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:

- TST Team will be implemented and meet to establish interventions and monitor students who are low-performing or not showing adequate growth (teacher substitutes will be provided)
- Tier 2 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 will be provided
- PLC's will complete Data Informed Intervention Plans, identifying low-performing students, their misconceptions, strategies to intervene/reteach and a plan for implementation

- implemented
- 2 Home School Liaisons (1 (5 Hour) Spanish and 1 (5 hour) Hmong) to support and communicate with parents regarding student academic progress, redesignation and/or attendance concerns
- Tier 2 Interventions 4 times a week for 45 minutes a day
- Supplemental materials/supplies along with technology will be used to support ELLs during instruction.

- Special Education Staff will provide and explain IEP goals to GE teacher at the beginning of the 21/22 school year and at IEP meetings thereafter

Action 2

Title: Math Support and Intervention

Action Details:

Vang Pao will continue to implement the district adopted comprehensive program for math (GoMath). GoMath 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 GoMath Personal Trainer and targeted small group instruction following the administration of grade level CFA/CSA, IAB and FIAB and data analysis. Tier 2 intervention will also include daily fluency practice of foundational math skills presented through the GVC, fluency timed tests, and number talks. As evident in our actions below a tier level of support (MTSS) will be implemented to address the academic needs of all students.

1. Teachers will work through assessment cycles by creating and assessing with CFA/CSA then analyze data and plan for response to support students.
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 respond and support student needs

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

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

- 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 including SPED
- Students in 3rd - 6th

Timeline:

- Assessment data will be monitored as assessments are administered and scored daily, weekly, monthly, quarterly and yearly
- Tier 2 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 GoMath 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.)
- Funds for conferences and travel expenses for staff professional learning in building and supporting staff capacity in addressing the needs of all students
- Substitutes to support Professional Learning and Planning needs of PLCs, Teachers, ILT, Data Chats, TST team meetings, and monthly SSTs/IEP's.
- All students will have access to online programs within the GoMath 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, 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 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 (5 Hour) Spanish and 1 (5 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

Specify enhanced services for low-performing student groups:

Identified low-performing groups include English Language Learners and African-American student populations.

- TST Team will be implemented and meet to establish interventions and monitor students who are low-performing or not showing adequate growth (teacher substitutes will be provided).
- Tier 2 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
- 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 21/22 school year and at IEP meetings thereafter

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, goal set to 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 resources that addresses the ELD standards in tandem with CCSS standards, such as, Wonders
3. Teachers will strategically select researched based strategies to enhance and support the development of the English language of ELL students
4. Teachers will provide targeted instruction for ELL students during the designated instructional block using resources that addresses the ELD standards in tandem with CCSS standards, such as, adopted materials including Wonders to meet students' English language needs
5. The designated block of ELD instruction will be a minimum of 30 minutes a day
6. 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
7. Lead Teachers will ensure that ELD instruction is addressed during PLC meetings to address the language needs of ELL students with specific and purposeful planned lessons.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- ELPAC Data
- 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 Integrated and 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 daily, weekly, monthly, quarterly and yearly.
- 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 and Math Word Problems with structured supports as outlined by using resources that addresses the ELD standards in tandem with CCSS standards, such as, Wonders and GoMath
- All students will receive 45 minutes of structured Tier 2 intervention daily through the Blended Learning Block model
- 8 Teaching Fellows to support 1st and 2nd grade Blended Learning Block
- TSA will oversee 2 Certificated Tutors and 2 Teaching Fellows in implementing Tier 2 intervention for targeted students
- Supplemental Contracts for Teachers will be provided. (i.e. planning, tutoring)
- Funds for conferences and travel expenses for staff professional learning in building and supporting staff capacity in addressing the needs of ELL students
- Substitutes to support Professional Learning and Planning needs of PLCs, Teachers, ILT, Data Chats, MTSS-(TST) 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 Fall and other computer based technology programs to support instruction (including RTI)
 - Books and other reference materials as needed
 - Additional Copy Machine and copymachines' 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, 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
- 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)

Specify enhanced services for low-performing student groups:

Identified low-performing student groups include English Language Learners. The following services will be provided:

- TST Team will be implemented and meet 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 21/22

- Lab School Work Strategies will continue to be implemented
- 2 Home School Liaisons (1 (5 Hour) Spanish and 1 (5 hour) Hmong) to support and communicate with parents regarding student academic progress, redesignation and/or attendance concerns.
- Tier 2 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

- 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.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0567 Vang Pao Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.4375		29,639.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Substitutes for Data Chats, SSTs, PLs, PLC, Conferences and engagement opportunities. Goals 1-5, Actions 1 - 3. ** NO IEPS **	5,857.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3125		35,156.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for tutoring, PL, and PLC. Support Goal 1 - 5, Actions 1-3.	9,577.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Instructional support software licenses, will pay for licenses, such as, Starfall, Smart Learning Suite, EdCite, etc. to support Goals 1 - 4, Actions 1 - 3.	6,500.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Purchase of tablets/laptops and other necessary technology, such as, printers, projectors, projector bulbs, document cameras, etc. to support instruction of students' academic and social emotional learning and staff, and parent and community engagement to support Goals 1 - 5, Actions 1 - 3.	50,616.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: Teaching Fellows to support struggling students K-6 to address Goals 1 and 2, Actions 1 - 3. 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 and 2nd grade teachers with small groups/differentiated instruction during Blended Learning.	72,283.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics Dept. will be utilized for various certificates and incentives, staff and parent resources to support academic and social emotional learning needs of students. Goals 1 - 5, Actions 1 - 3.	2,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1250		14,062.00
G1A1	LCFF: EL	Instruction	Bks & Ref			Instructional support software licenses, will pay for licenses, such as, Starfall, Smart Learning Suite, EdCite, etc. to support Goals 1 - 5, Action 1 - 3.	100.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: Teaching Fellows to support struggling ELL students K-6 to address Goals 1 and 2, Actions 1 - 3. Teaching Fellows will support intervention with 2 Certificated Tutors to pull	18,070.00

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0567 Vang Pao Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1		Instruction	Subagreements			small groups at least 40 minutes 4 days a week. Teaching Fellows will be utilized to support 1st grade and 2nd grade teachers with small groups/differentiated instruction during Blended Learning.	18,070.00
G1A1	One-Time School	Instruction	Direct-Maint			: Direct maintenance for technology repairs and replacement of students and staff. Goal 1 - 4, Actions 1 - 3.	3,702.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Supplemental instructional materials and supplies for students and staff to support Goals 1 - 5, Actions 1 - 3. Incentives for students to promote academics, social emotional needs and engagements. Materials and supplies to build and support a positive and collaborative school culture for students, staff, and parent and community, which may include food and various items as necessary. Direct services of on and off campus field trips to support students' academic, social emotional needs, and engagements as addressed in Goals 1 - 5, Actions 1 - 3.	50,000.00
G1A2	Sup & Conc	Instruction	Copier Maint			Copier lease for staff to use upstairs for instructional support to address Goals 1 - 5, Actions 1 - 3.	8,000.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Supplemental instructional materials and supplies for students and staff to support Goals 1 - 5, Actions 1 - 3. Incentives for students to promote academics, social emotional needs and engagements. Materials and supplies to build and support a positive and collaborative school culture for students, staff, and parent and community, which may include food and various items as necessary. Direct services of on and off campus field trips to support students' academic, social emotional needs, and engagements as addressed in Goals 1 - 5, Actions 1 - 3.	4,628.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			Purchase of tablets/laptops and other necessary technology, such as, printers, projectors, projector bulbs, document cameras, etc. to support instruction of students' academic and social emotional learning to support Goals 1 - 5, Actions 1 -	100.00

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0567 Vang Pao Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A2		Instruction	Nc-Equipment		3.		100.00
G1A2	One-Time School	Instruction	Nc-Equipment			: Purchase of tablets/laptops and other necessary technology, such as, printers, projectors, projector bulbs, document cameras, etc. to support instruction of students' academic and social emotional learning and staff, parent and community engagement to support Goals 1 – 5, Actions 1 – 3.	15,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC assessors to support assessment of English Learners. Goals 1 - 5, Actions 1 - 3.	3,500.00

\$328,790.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	85 %

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

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student-centered real world learning experience - Site Defined

- Due to pandemic and school closure, with the implementation of distance learning many components of the SPSA were not implemented. Funding sources were re-allocated to support technology needs and engagement of students virtually. Professional learning opportunities were also limited from site due to time constraints.
- As mentioned in number 1, students were not able to engage in student-centered real-world learning experiences.

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

Student-centered real world learning experience - Site Defined

- Due to pandemic and school closure, with the implementation of distance learning many components of the SPSA were not implemented. Funding sources were re-allocated to support technology needs and engagement of students virtually. Professional learning opportunities were also limited from site due to time constraints.
- As mentioned in number 1, students were not able to engage in student-centered real-world learning experiences.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Continue to ensure all students by grade level and all student groups are engaged in student centered and real-world learning experiences. Due to pandemic and distance learning these experiences were not available for all students.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

We will continue to ensure that all students participate next year in student centered and real-world experiences 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 real-world experience 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 real-world experience 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 real-world experience 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 Centered and Real-World Learning Experiences

Action Details:

Vang Pao will engage and provide student centered and real-world learning opportunities for all students throughout the school year.

1. Vang Pao students will have the opportunity to provide input around preferred student centered and real-world learning opportunities which will encompass the DEI Framework.
2. Vang Pao will provide real-world learning opportunities for all students, such as, guest speakers, connecting with feeder schools, school garden, STEAM competitions, caring for plants around the school, assemblies to promote real life connections, career day, etc.

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
- 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 engage in at least quarterly activities centered around real-world experiences, such as, guest speakers, assemblies, etc.
- Materials and Supplies needed:
 - Materials and other items required/needed (including but not limited to Professional learning for staff) to support student centered and real-world learning experiences.
 - Purchase orders to vendors to support students in engagement activities in student centered and real-world learning experiences.

Specify enhanced services for EL students:

- All students will be provided with access to student centered and real-world learning experiences.

Specify enhanced services for low-performing student groups:

Student academic and discipline data will be used to monitor student participation in student centered and real-

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.

world learning experiences. Resource Counseling Assistant will reach out and make a connection with any student not involved in student centered and real-world learning experiences.

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		20.14 %	2020-2021	18.14 %
Suspensions students with 1 or more		0 %	2020-2021	0 %
Chronic Absenteeism (African American)		66.67 %	2020-2021	64.67 %
Suspensions students with 1 or more (African American)		0 %	2020-2021	0 %

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

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

- Due to the pandemic and school closure, instruction of students is done through distance learning. The percentage of students with chronic absenteeism has increased.

Chronic Absenteeism (African American)

- Due to the pandemic and school closure, instruction of students is done through distance learning. The percentage of African American students with chronic absenteeism has increased. Based off of numbers 23 out of 37 African American students fall under chronic or severely chronic absenteeism.

Suspensions students with 1 or more

- Due to the pandemic and school closure, there is no data for suspensions.

Suspensions students with 1 or more (African American)

- Due to the pandemic and school closure, there is no data for suspensions.

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

Chronic Absenteeism

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

- TST and Attendance Team will be implemented and meet monthly to establish interventions and monitor students who are continuously tardy and/or absent
- The CWAS will partner with identified students to hold data chats and develop goals/benchmarks to improve daily attendance
- RCA, HSL, and other staff will connect with student and parents to build relationships to support and increase attendance

Chronic Absenteeism (African American)

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

- TST and Attendance Team will be implemented and meet monthly to establish interventions and monitor students who are continuously tardy and/or absent
- The CWAS will partner with identified students to hold data chats and develop goals/benchmarks to improve daily attendance
- RCA, HSL, and other staff will connect with student and parents to build relationships to support and increase attendance

Suspensions students with 1 or more

- Due to the pandemic and school closure, there is no data for suspensions.

Suspensions students with 1 or more (African American)

- Due to the pandemic and school closure, there is no data for suspensions.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

There were no field trips and no engagement opportunities due to pandemic and school closure.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

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 Engagement Opportunities

Action Details:

1. Vang Pao will provide all students a variety of student engagement opportunities in their school and community, such as, athletics, arts, etc. throughout the school year.
 - o Clubs – Leadership 5th/6th, Dance, such as, Folkloric and Hmong, Art, etc.
 - o After School Tutoring
 - o Drama
 - o Music (K-3, Recorders, Band & Choir)
 - o Cheer

- Sports (Football, Volleyball, Basketball, Cross Country, Soccer and Softball)
- Peach Blossom
- Spelling Bee
- School Assemblies (Student of the Month, Character Counts, Grizzlies “Wild About Reading”, etc.)

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 3 Engagement Roster
- Goal 3 Participation Rates

Owner(s):

- Principal
- Vice Principals
- TSA
- Classroom teachers and PLC Teams
- Instructional Leadership Team
- PRIDE Team
- HSL's
- Resource Counseling Assistant

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 STEAM.
- All students will be provided with access to Goal 3 activities/clubs.
- Students will have the opportunity to engage in district and countywide events associated with select Goal 3 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.
- Vang Pao will fund a 5 hour Resource Counseling Assistant to support Tier 2 and Tier 3 students to engage in school activities.
- Supplemental contracts will be provided for staff as well as outside vendors and agencies 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 student engagement and activities.
 - Purchase Orders will be provided to vendors to support student engagement/activities.
 - 2 Home School Liaisons (1 (5 hour) Spanish and 1 (5 hour) Hmong) to support and communicate with parents of student engagement opportunities.
 - 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 clubs.
 - Books and other reference materials as needed.

Specify enhanced services for EL students:

- All students will be provided with access to Goal 3 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 3 activities and recruit students as necessary.
- Staff, such as, Resource Counseling Assistant, HSL, etc. will reach out and make a connection with any student not involved in a Goal 3 activities.

Action 2

Title: ADA Attendance Student Support & Chronic Absenteeism

Action Details:

Vang Pao will continue to support and educate parents and students on the impact and importance 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.
2. The Attendance Clerk and School Child Welfare Attendance Specialist will work in tandem with our HSLs to support parents and students with an absenteeism rate between 5 - 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 established and will continue to have Attendance Team meetings on a monthly basis to discuss attendance concerns and provide strategies to support students and families.
4. 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."
5. 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
- Vang Pao Attendance Team
- 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
- RCA

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 CWAS to be mentored throughout the school year.
- Supplemental contracts will be provided for staff as well as outside vendors and agencies 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 and staff (Saturday Academy, After-school tutoring).
 - Substitutes to provide coverage for teachers to attend TST 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 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 the African-American student population. The following services will be provided:

- TST and Attendance Team will be implemented and meet monthly to establish interventions and monitor students who are continuously tardy and/or absent
- The CWAS will partner with identified students to hold data chats and develop goals/benchmarks to improve daily attendance
- RCA, HSL, and other staff will connect with student and parents to build relationships to support and increase attendance

Chronic Attendance

Identified low-performing groups include the African American student population. In digging deeper, it is noted that 23 out of 37 African-American students are considered to have chronic or severely chronic attendance. The following services will be provided:

- TST and Attendance Team will be implemented and meet monthly to establish interventions and monitor students who are continuously tardy and/or absent
- The CWAS will partner with identified students to hold data chats and develop goals/benchmarks to improve daily attendance
- RCA, HSL, and other staff will connect with students and parents to build relationships to support and increase attendance

Action 3

Title: Suspensions Per 100

[Action Details:](#)

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

1. Continue implementation of a 3 Tiered Level of response and supports to address 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. Implement a TST Team to support students' academic, behavioral, social emotional and health needs.

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 by providing SEL opportunities on a daily basis.
2. Students with recurring Tier 2 behaviors will be referred to the TST team to plan for interventions to address specific behaviors.
3. Students with recurring Tier 2 and Tier 3 behaviors that have not improved through TST interventions will be referred to the SST Team.
4. Admin will hold parent meetings with all students who have repeatedly demonstrated Tier 3 misbehaviors. Parents of these students will be provided resources to support the progress of their child at home.
5. 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
- TST Tteam
- Teachers
- Parents
- Students
- HSL
- CWAS
- Resource Counseling Assistant (RCA)
- ILT
- PRIDE Team
- SPED Team

Timeline:

- Teachers weekly monitoring classroom referral/behavior system
- Vice-Principals monitoring office referral/suspension data weekly.
- Monthly TST 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.
- 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
 - Purchase orders to vendors to support student/parent activities focused on Pillars of Character and SEL
 - Funds to provide student incentives focused on Pillars of Character and SEL, such as, monthly rallies and quarterly Fun Works Assemblies. Incentives will be purchased from outside vendors through purchase orders.
 - Supplemental Contracts for teachers and staff (Saturday Academy, After-school tutoring)
 - Funds for conferences and travel expenses for staff professional learning on Pillars of Character and SEL
 - Substitutes to provide coverage for teachers to attend TST or SST meetings or attend professional learning/planning around student SEL needs

- Provide funds for students to participate in activities and incentives for Pillars of Character and SEL, such as, quarterly assemblies from Fun Works, Student of the Month Lunch-Ins, etc.
- Additional Copy Machine and copy machines' maintenance to support/provide materials for Pillars of Character and SEL
- Supplemental materials, supplies, and resources such as:
 - Materials and other items required/needed to support students Pillars of Character and SEL
 - Other consumable supplies
 - Books and other reference materials as needed

Specify enhanced services for EL students:

- Counseling and interventions will be offered in students' primary language when available.
- HSLs will ensure that students and parents are able to access any resources/information that is not in their primary language.
- RCA will be supporting English Learners who fall in tier 2 by connecting and building relationships.

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.
- RCA will be supporting low-performing students including our African American students who fall in tier 2 by connecting and building relationships.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0567 Vang Pao Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Attendance & Social Work Service	Local Mileage			HSL mileage for home visits to support Goals 1, 2, 3, 5, Actions 1 - 3.	134.00
G3A1	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. Goals 1, 2, 3, Actions 1 - 3.	5,000.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Contract from Fun Works to support and build a positive school culture for students. Promoting student connections and supporting SEL. Goals 1 - 5, Actions 1 - 3.	5,000.00
G3A1	Sup & Conc	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	*Supports all Goal 1,3 Actions*	31,827.00
G3A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.1875	*Supports all Goal 1,3 Actions*	13,642.00
G3A1	One-Time School	Instruction	Mat & Supp			: Supplemental materials and supplies including but not limited to incentives, fees, and purchase orders to vendors to build a positive and collaborative school culture for all stakeholders including students, staff, parents, and community. Goal 1 - 5, Actions 1 - 3	15,000.00

\$70,603.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Staff Survey– Overall Positive in Belonging Domain		73.31 %	2019-2020	80 %

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

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Goal - Site Defined

This is a new goal and action for the 21/22 school year. There are no actions to compare or analyze.

Staff Survey – Overall Positive in Belonging Domain

Due to pandemic and school closure, opportunities for staff engagement were limited. All meetings were held virtually and limited the in-person connections. We held one on-campus in-person connection, however, participation was low due to the pandemic. Virtual connections, such as, breakout rooms, games, and ice breakers were implemented to build and support relationships. Incentives were provided.

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

Staff Goal - Site Defined

This is a new goal and action for the 21/22 school year. There are no actions to compare or analyze.

Staff Survey – Overall Positive in Belonging Domain

Due to pandemic and school closure, opportunities for staff engagement were limited. All meetings were held virtually and limited the in-person connections. We held one on-campus in-person connection, however, participation was low due to the pandemic. Virtual connections, such as, breakout rooms, games, and ice breakers were implemented to build and support relationships. Incentives were provided.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

This is a new goal and action for the 21/22 school year. There are no actions to compare or analyze.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

This is a new goal and action for the 21/22 school year. There are no actions to compare or analyze.

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:	2 ELAC:	3 Staff:
This is a new goal and action for the 21/22 school year. There are no actions to compare or analyze.	This is a new goal and action for the 21/22 school year. There are no actions to compare or analyze.	This is a new goal and action for the 21/22 school year. There are no actions to compare or analyze.

Action 1

Title: Build a Positive and Collaborative Staff Culture.

Action Details:

Vang Pao will engage and provide multiple opportunities for all staff to build positive relationships and staff culture throughout the school year. To support and promote cultural diversity and proficiency, the elements in the DEI Framework will continue to be delivered through professional learning and various engagement opportunities for all staff.

1. Vang Pao staff will be provided opportunities to engage in a variety of staff building activities, such as, quarterly staff gatherings, monthly Coffee Hours, monthly Birthday Celebrations, Staff Bucket Fillers, Monthly Staff Connection activities, etc.
2. Vang Pao PRIDE and ILT team will support and reach out to staff to build positive relationships.
3. Vang Pao will welcome new staff with supports of school wide procedures and protocols. All staff will be provided with a Staff Handbook detailing school wide information including procedures and protocols to support student academics and SEL as well as professional responsibilities and duties.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- District survey data from staff
- School Site Survey Data – Beginning and End of Year

Owner(s):

- Principal
- Vice-Principals
- Teachers
- ILT
- PRIDE Team

Timeline:

- Monthly
- Quarterly
- Bi-Annually

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

Materials Needed:

- Materials and supplies to support staff in building positive relationships and promoting positive staff culture
- Purchase orders to vendors to support staff in building positive relationships and promoting positive staff culture
- Supplemental Contracts for teachers and staff
- Funds for conferences and travel expenses for staff professional learning in building positive relationships and promoting positive staff culture.
- Substitutes to provide coverage for teachers to attend meetings or attend staff professional learning/planning in building positive relationships and promoting positive staff culture.

Supplemental materials, supplies, and resources such as:

- Materials and other items required/needed to support staff in building positive relationships and promoting positive staff culture.
- Books and other reference materials as needed.
- Graphics to run staff handbooks, curriculum resources, such as, Tulare County Office of Education Deconstructed Standards booklet and notebooks.

Specify Professional Development or Staff Services to support EL students:

- Professional Learning and PLC focused on the needs of English Learners will be provided for staff.
- HSLs will ensure that students and parents are able to access any resources/information that is not in their primary language.

Specify Professional Development or Staff Services to support low-performing student groups:

- Professional Learning and PLC focused on the needs of low-performing student groups will be provided for staff.
- HSL will ensure that students and parents are able to access any resources/information that is not in their primary language.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0567 Vang Pao Elementary (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for Data Chats, SSTs, PLs, PLCs, conferences and engagement opportunities. Goal 1 - 5, Actions 1 - 3.	2,927.00
G4A1	Sup & Conc	Instruction	Travel			: Conference fees and travel will be provided to build the capacity of staff to support Goals 1 - 5, Actions 1 - 3.	10,000.00
G4A1	Sup & Conc	Instruction	Direct-Maint			Direct maintenance for technology to support Goals 1 - 5, Actions 1 - 3.	1,500.00
G4A1	Sup & Conc	Instruction	Direct-Food			Direct food services for student, staff, and parent engagement to support student academics and social emotional learning needs of students for Goals 1 - 5, Actions 1 - 3.	5,000.00
G4A1	LCFF: EL	Instruction	Travel			Conference fees and travel will be provided to build the capacity of staff to support Goals 1 - 5, Actions 1 - 3.	10,000.00

\$29,427.00

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Family Goal - Site Defined		0 %	2020-2021	75 %

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

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined

This is a new goal and action for the 21/22 school year. There are no actions to compare or analyze.

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

Family Goal - Site Defined

This is a new goal and action for the 21/22 school year. There are no actions to compare or analyze.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

This is a new goal and action for the 21/22 school year. There are no actions to compare or analyze.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

This is a new goal and action for the 21/22 school year. There are no actions to compare or analyze.

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:

This is a new goal and action for the 21/22 school year. There are no

2 ELAC:

This is a new goal and action for the 21/22 school year. There are no

3 Staff:

This is a new goal and action for the 21/22 school year. There are no

actions to compare or analyze.

actions to compare or analyze.

actions to compare or analyze.

Action 1

Title: Positive & Collaborative Parent/Community & School Culture

Action Details:

Vang Pao will provide multiple opportunities for parents and the community to engage with school staff to build a positive and collaborative school culture throughout the school year.

1. Vang Pao families and community will engage in multiple opportunities for collaboration with teachers and staff members, such as, parent conferences, daily/weekly communications as necessary.
2. Vang Pao staff will support families and the community with resources to help in the understanding of their child's academic and emotional needs.
3. Vang Pao staff will continue collaborating with parents and the community through a variety of events that celebrates the cultural diversity of our school, such as, Back to School Night, Title 1, ELAC, SSC, student events, family events with Fun Works, parent volunteer appreciation dinner, etc.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- District survey data from Parents
- Parent Input from Parent Coffee Hour, SSC, and ELAC

Owner(s):

- Principal
- Vice-Principals
- Teachers
- ILT
- PRIDE Team
- HSLs

Timeline:

- Monthly
- Quarterly
- Bi-Annually

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- HSL: 1 (5 hour) Spanish Speaking and 1 (5 hour) Hmong Speaking
- Extra time provided to both HSLs to support the language needs of parents; including translating and interpreting
- Classified staff supplemental contracts for babysitting and interpreting
- Materials Needed:
 - Materials and supplies to support parent and community in building positive and collaborative school culture
 - Purchase orders to vendors to support parents and the community in building positive and collaborative school culture
 - Supplemental Contracts for teachers and staff
 - Funds for conferences and travel expenses for staff professional learning to support parent and community engagement to build a positive and collaborative school culture.
 - Substitutes to provide coverage for teachers to attend meetings or attend professional learning/planning around parent and community engagement to build a positive and collaborative school culture
 - Supplemental materials, supplies, and resources such as:
 - Materials and other items required/needed to support parent and community engagement to build a positive and collaborative school culture.
 - Books and other reference materials as needed.
 - Graphics for Parent Handbook, Certificates of Appreciation for parent volunteers, and other resources and materials.

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

- Information will be sent home in English, Spanish and Hmong in a timely manner.
- Parent participation data of EL students will be segregated and monitored to ensure equitable participation.
- Staff, such as, HSL, etc. will reach out and make connections with parents not involved in Goal 5 activities.

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

- Parent participation data of low-performing student groups will be segregated and monitored to ensure equitable participation.
- Staff, such as, HSL, etc. will reach out and make connections with parents not involved in Goal 5 activities.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0567 Vang Pao Elementary (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting to support parent engagement for meetings addressing Goals 1-5.	3,423.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent materials and supplies to support parent engagement in school events and activities, such as SSC, parent classes, etc. to support Actions 1 - 3. ** NO FOOD OR INCENTIVES **	1,000.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	0.6250	Title I funded HSL cannot translate mandatory items (i.e. ELAC, IEP, etc.)	49,697.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Ext			HSL extra time for support for attendance, behavior and parent and community engagement.	2,595.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent materials and supplies which may include purchase orders for vendors to support parent engagement and communication for Goals 1 -5, Actions 1 - 3.	3,000.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Translating and interpreting support for parent/teacher conferences, SSC, ELAC, SSTs, and other parent meetings. Goals 1, 2, 3, 5, Actions 1 - 3.	6,342.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Food for parent meetings, such as, SSC, ELAC, parent classes, etc. Goals 1 - 5, Actions 1 - 3.	100.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.6250		52,816.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext			HSL extra time for support for attendance, behavior and parent engagement. Goals 1 - 5, Actions 1 - 3.	2,595.00

\$121,568.00

2021-2022 Budget for SPSA/School Site Council

State/Federal Dept 0567 Vang Pao Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.4375		29,639.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Substitutes for Data Chats, SSTs, PLs, PLC, Conferences and engagement opportunities. Goals 1-5, Actions 1 - 3. ** NO IEPS **	5,857.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3125		35,156.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for tutoring, PL, and PLC. Support Goal 1 - 5, Actions 1-3.	9,577.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Instructional support software licenses, will pay for licenses, such as, Starfall, Smart Learning Suite, EdCite, etc. to support Goals 1 - 4, Actions 1 - 3.	6,500.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Purchase of tablets/laptops and other necessary technology, such as, printers, projectors, projector bulbs, document cameras, etc. to support instruction of students' academic and social emotional learning and staff, and parent and community engagement to support Goals 1 - 5, Actions 1 - 3.	50,616.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: Teaching Fellows to support struggling students K-6 to address Goals 1 and 2, Actions 1 - 3. 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 and 2nd grade teachers with small groups/differentiated instruction during Blended Learning.	72,283.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics Dept. will be utilized for various certificates and incentives, staff and parent resources to support academic and social emotional learning needs of students. Goals 1 - 5, Actions 1 - 3.	2,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1250		14,062.00
G1A1	LCFF: EL	Instruction	Bks & Ref			Instructional support software licenses, will pay for licenses, such as, Starfall, Smart Learning Suite, EdCite, etc. to support Goals 1 - 5, Action 1 - 3.	100.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: Teaching Fellows to support struggling ELL students K-6 to address Goals 1 and 2, Actions 1 - 3. 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 and 2nd grade teachers with small groups/differentiated instruction during Blended Learning.	18,070.00
G1A1	One-Time School	Instruction	Direct-Maint			: Direct maintenance for technology repairs and replacement of students and staff. Goal 1 - 4, Actions 1 - 3.	3,702.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Supplemental instructional materials and supplies for students and staff to support Goals 1 - 5, Actions 1 - 3.	50,000.00

G1A2		Instruction	Mat & Supp				Incentives for students to promote academics, social emotional needs and engagements. Materials and supplies to build and support a positive and collaborative school culture for students, staff, and parent and community, which may include food and various items as necessary. Direct services of on and off campus field trips to support students' academic, social emotional needs, and engagements as addressed in Goals 1 - 5, Actions 1 - 3.	50,000.00
G1A2	Sup & Conc	Instruction	Copier Maint				Copier lease for staff to use upstairs for instructional support to address Goals 1 - 5, Actions 1 - 3.	8,000.00
G1A2	LCFF: EL	Instruction	Mat & Supp				Supplemental instructional materials and supplies for students and staff to support Goals 1 - 5, Actions 1 - 3. Incentives for students to promote academics, social emotional needs and engagements. Materials and supplies to build and support a positive and collaborative school culture for students, staff, and parent and community, which may include food and various items as necessary. Direct services of on and off campus field trips to support students' academic, social emotional needs, and engagements as addressed in Goals 1 - 5, Actions 1 - 3.	4,628.00
G1A2	LCFF: EL	Instruction	Nc-Equipment				Purchase of tablets/laptops and other necessary technology, such as, printers, projectors, projector bulbs, document cameras, etc. to support instruction of students' academic and social emotional learning to support Goals 1 - 5, Actions 1 - 3.	100.00
G1A2	One-Time School	Instruction	Nc-Equipment				: Purchase of tablets/laptops and other necessary technology, such as, printers, projectors, projector bulbs, document cameras, etc. to support instruction of students' academic and social emotional learning and staff, parent and community engagement to support Goals 1 - 5, Actions 1 - 3.	15,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp				ELPAC assessors to support assessment of English Learners. Goals 1 - 5, Actions 1 - 3.	3,500.00
G3A1	Title 1 Basic	Attendance & Social Work Service	Local Mileage				HSL mileage for home visits to support Goals 1, 2, 3, 5, Actions 1 - 3.	134.00
G3A1	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. Goals 1, 2, 3, Actions 1 - 3.	5,000.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth				Fun Works : Contract from Fun Works to support and build a positive school culture for students. Promoting student connections and supporting SEL. Goals 1 - 5, Actions 1 - 3.	5,000.00
G3A1	Sup & Conc	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		*Supports all Goal 1,3 Actions*	31,827.00
G3A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.1875		*Supports all Goal 1,3 Actions*	13,642.00
G3A1	One-Time School	Instruction	Mat & Supp				: Supplemental materials and supplies including but not limited to incentives, fees, and purchase orders to	15,000.00

G3A1		Instruction	Mat & Supp			vendors to build a positive and collaborative school culture for all stakeholders including students, staff, parents, and community. Goal 1 - 5, Actions 1 - 3	15,000.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for Data Chats, SSTs, PLs, PLCs, conferences and engagement opportunities. Goal 1 - 5, Actions 1 - 3.	2,927.00
G4A1	Sup & Conc	Instruction	Travel			: Conference fees and travel will be provided to build the capacity of staff to support Goals 1 - 5, Actions 1 - 3.	10,000.00
G4A1	Sup & Conc	Instruction	Direct-Maint			Direct maintenance for technology to support Goals 1 - 5, Actions 1 - 3.	1,500.00
G4A1	Sup & Conc	Instruction	Direct-Food			Direct food services for student, staff, and parent engagement to support student academics and social emotional learning needs of students for Goals 1 - 5, Actions 1 - 3.	5,000.00
G4A1	LCFF: EL	Instruction	Travel			Conference fees and travel will be provided to build the capacity of staff to support Goals 1 - 5, Actions 1 - 3.	10,000.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting to support parent engagement for meetings addressing Goals 1-5.	3,423.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent materials and supplies to support parent engagement in school events and activities, such as SSC, parent classes, etc. to support Actions 1 - 3. ** NO FOOD OR INCENTIVES **	1,000.00
G5A1	Title 1 Basic	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Hmong	0.6250	Title I funded HSL cannot translate mandatory items (i.e. ELAC, IEP, etc.)	49,697.00
G5A1	Title 1 Basic	Attendance & Social Work Services	Cls Sup-Ext			HSL extra time for support for attendance, behavior and parent and community engagement.	2,595.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent materials and supplies which may include purchase orders for vendors to support parent engagement and communication for Goals 1 -5, Actions 1 - 3.	3,000.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Translating and interpreting support for parent/teacher conferences, SSC, ELAC, SSTs, and other parent meetings. Goals 1, 2, 3, 5, Actions 1 - 3.	6,342.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Food for parent meetings, such as, SSC, ELAC, parent classes, etc. Goals 1 - 5, Actions 1 - 3.	100.00
G5A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.6250		52,816.00
G5A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Ext			HSL extra time for support for attendance, behavior and parent engagement. Goals 1 - 5, Actions 1 - 3.	2,595.00

\$550,388.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$92,345.00
Sup & Conc	7090	\$298,386.00
LCFF: EL	7091	\$125,955.00
One-Time School	7099	\$33,702.00
Grand Total		\$550,388.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$328,790.00
G3 - Increase student engagement in their school and community	\$70,603.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$29,427.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$121,568.00
Grand Total	\$550,388.00