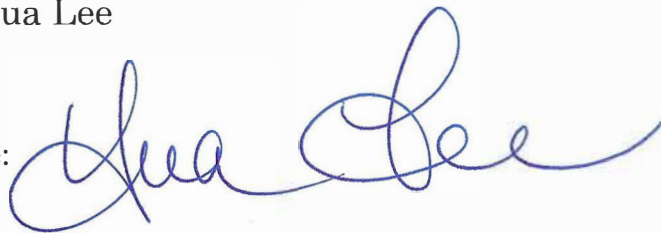


Vang Pao Elementary

106216601193391

Principal's Name: Yua Lee

Principal's Signature:

A handwritten signature in blue ink, appearing to read 'Yua Lee', written in a cursive style.

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

Title I SWP

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

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

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

Consolidated Program Assurances

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

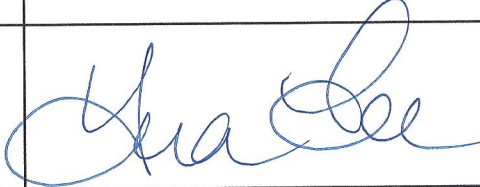
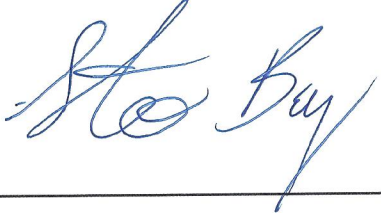
School Site Council

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

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

ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Yua Lee		3/21/18
SSC Chairperson	Steve Baiz		3/21/18

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2018/19

Vang Pao - 0567

ON-SITE ALLOCATION

3010	Title I	\$68,595 *
7090	LCFF Supplemental & Concentration	\$264,125
7091	LCFF for English Learners	\$145,923
TOTAL 2018/19 ON-SITE ALLOCATION		\$478,643

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,614
Remaining Title I funds are at the discretion of the School Site Council	\$66,981
Total Title I Allocation	\$68,595

Vang Pao Elementary 2018-2019 - Single Plan for Student Achievement (SPSA)

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

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current %	Target %
EL Reclassification Rate (All grade levels)	18.29	25.29
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	35.36	42.36
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	30.385	37.385

Needs Assessment

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

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

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

- Good first instruction with adopted curriculum (Wonders) in ELA in tandem with ELD Standards
- Planning of CFA Aligned to Essential Standards
- Data Chats conferences with analysis of Interim Data and EL progress
- Regional ILT-focused on Professional Learning Communities and Data Analysis
- Certificated Tutors for RTI 1st to 5th
- Teaching Fellows for RTI 1st to 5th and 1st grade Blended Learning
- Professional Learning and Coaching Cycles with English Learner Teachers on Special Assignments (TSAs)
- 45 minutes Blended Learning Daily with use of I-Ready, Accelerated Reader (AR), and Guided Reading
- Vang Pao Saturday ELD Squad
- Afterschool Tutoring
- Weekly PLC meetings

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

- Good first instruction with adopted curriculum (Go Math) in Math in tandem with ELD Standards
- Planning of CFA Aligned to Essential Standards
- Data Chats conferences with analysis of Interim Data and EL progress
- Regional ILT-focused on Professional Learning Communities and Data Analysis
- Certificated Tutors for 6th grade math support

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

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

Data from Core Index Matrix shows the following for school wide compared to subgroups:

- All students: 36%
- Students with Disabilities: 5%
- African American: 14%
- Hispanics: 33%
- Socio-Economically Disadvantage Students: 35%
- English Language Learners: 38%
- Asian: 50%

The subgroups with significant disproportionality are Students with Disabilities and African Americans. The two subgroups' needs and strengths were not being segregated by PLCs from any data sources like CFAs. The needs for these 2 subgroups need to be addressed in IEPs and segregated data from CFAs and Interim.

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

Data from Core Index Matrix shows the following for school wide compared to subgroups:

- All students: 31%
- Students with Disabilities: 5%
- African American: 10%

- Professional Learning and Coaching Cycles with English Learner Teachers on Special Assignments (TSAs)
- Vang Pao Saturday ELD Squad
- Afterschool Tutoring
- Weekly PLC meetings

EL Reclassification Rate (All grade levels)

- Good first instruction with adopted curriculum (Wonders) in ELA in tandem with ELD Standards
- Planning of CFA Aligned to Essential Standards
- Data Chats conferences with analysis of Interim Data and EL progress
- Regional ILT-focused on Professional Learning Communities and Data Analysis
- Certificated Tutors for RTI 1st to 5th
- Teaching Fellows for RTI 1st to 5th and 1st grade Blended Learning
- Professional Learning and Coaching Cycles with English Learner Teachers on Special Assignments (TSAs)
- 45 minutes Blended Learning Daily with use of I-Ready, Accelerated Reader (AR), and Guided Reading
- Vang Pao Saturday ELD Squad
- Afterschool Tutoring
- Weekly PLC meetings

- Hispanics: 30%
- Socio-Economically Disadvantage Students: 31%
- English Language Learners: 32%
- Asian: 40%

The subgroups with significant disproportionality are Students with Disabilities and African Americans. The needs for these 2 subgroups need to be addressed in IEPs and segregated data from CFAs and Interim.

EL Reclassification Rate (All grade levels)

Data from Core Index Matrix shows the following for school wide English Language Learners compared to subgroups:

EL Redesignation schoolwide: 49%

Hispanics: 47%

Asians: 54%

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

1 SSC:

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

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

Additionally, Vang Pao will add an additional CT and TFs to support RTI.

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

2 ELAC:

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

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

Additionally, Vang Pao will add an additional CT and TFs to support RTI.

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

3 Staff:

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

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

Additionally, Vang Pao will add an additional CT and TFs to support RTI.

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

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

Actions funded by Title 1:

1. Subs for student engagement and social emotional learning

- Students were engaged in opportunities to support social emotional learning through their participation in Peer Mediation training. Students are continuing to receive hands on training on a weekly basis through collaboration with Fresno State. On a daily basis, students get to practice and support their peers in conflict resolution with one another.
- Peach Blossom – Students were provided the opportunity to participate in the annual Peach Blossom Festival held at Fresno State.
- Substitutes were provided for staff to attend these events with students during the school day.

2. Supplemental Materials and Supplies

- To support students in reading, the purchase of guided reading books were added to build a library of Leveled Readers (TK-6th Grade) to utilize for small group instruction.
- Additional technology such as tablets, projectors, and VGA cords were purchased to support and engage students in learning.
- Maintenance of technology – funds were utilized to replace tablets

3. Babysitting

- Babysitters were provided for ELAC, School Site Council (SSC) and other school meetings in order to support parent involvement and engagement.

4. Materials and supplies were also purchased to support parent involvement and engagement such as colored paper for parent notices and letters and symbols for the marquee.

5. Home School Liaison – Spanish

- Provided to support parent engagement and involvement in school meetings, such as ELAC, SSC, and other parent meetings.
- Additionally, HSL translated notes, made phone calls, and reached out to all parents regarding student academics, attendance and social emotional needs.

Action 1

Title: Language Arts Support and Intervention (RTI)

[Action Details:](#)

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

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- PLC Created Common Formative Assessments & Running Records
- BAS(K-3rd)
- DRP(2nd-6th)
- KAIG & T-KAIG
- Interim Assessments (1st-6th)
- CAASSPP Data
- ELPAC
- DATA Chats (2 Times: Fall & Winter)
- Classroom Observations, PLC Agenda Items, Notes, and Feedback
- Submit Data and Plans to Administration

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

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

- High-quality first instruction of ELA standards utilizing Wonders resources and materials ensuring the 4 Tights of Classroom Foundations: Objective, Aligned Instruction, Assessment (Checking for Understanding), and Closure in tandem with California English Language Development Standards
- 45 Daily Blended Learning Block-differentiated small instruction for all students provided by classroom teachers utilizing small group instruction, I-Ready, MobyMax and other supplemental materials and resources
- 3 Teaching Fellows to support 1st grade Blended Learning Block
- 3 Certificated Tutors and 6 Teaching Fellows for small group intervention for targeted students based on BAS, Interim, DRP, KAIG Data (K-6)
- Vang Pao Saturday ELD Squad provided to support English Language Learners (Long-Term) and those close to becoming Long Term English Learners (L-Tel's) towards Redesignation
- PLC created Common Formative Assessments & Data Analysis
- Supplemental Contracts for Teachers (i.e. Planning, Tutoring, Language Team)
- Substitutes to support Professional Learning and Planning needs of PLCs, Teachers, Language Team, ILT, Data Chats, and monthly SSTs
- Funds to build capacity of staff to attend Institutes and Conferences to support student achievement
- Direct Services-for Food Services for professional learning of teachers and parent engagement
- Purchase Orders provided to Vendors such as Savemart, Costco, etc. to support student/parent engagement/activities and staff professional learning
- On-line Instructional Programs, such as, I-Ready, STAR(AR), MobyMax, Star Fall and other computer based technology programs to support reading, differentiated, and intervention of students for ELA Books and other reference materials also 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 necessary to support reading, differentiated, and intervention of students for ELA
- Funds to provide incentives and awards for students' academic progress and achievements
- Supplemental classroom materials, supplies, and resources such as:

Owner(s):

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

Timeline:

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

Specify enhanced services for EL students:

- Designated and Integrated ELD
- Use and instruction of Academic Discourse
- Disaggregated data of English Language Learners (ELL's) on PLC grade level, district, and school-wide data.
- Visual Supports (Charts to support Instruction of Content)
- Vang Pao Saturday ELD Squad provided to support English Language Learners (Long-Term) and those close to becoming Long Term English Learners (L-Tel's) towards Redesignation
- 3 Home School Liaisons (Will include at least 1 Spanish and 1 Hmong) to support and communicate with parents.

- tablets, projectors, headphones, and other technology items required/needed to support instruction and intervention for students
- chart tablets, notebooks, paper, pencils, pens, markers, dry-erase boards, dry-erase pens, and other items to support reading, math, and language instruction and intervention

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

Parent engagement and activities to support action:

- Parent University Courses
- Title 1 Parent Meeting
- Back to School Night
- Coffee Chats
- Student Success Team(SSTs) Meetings
- Parent-Teacher Conferences
- Open House
- Quarterly Awards Assemblies
- School Messenger
- Student Homework Folders (Tk-3rd) and Agendas/Planners (4th- 6th)

Share ELA performance data during:

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

Describe Professional Learning related to this action:

- Professional Learning with Education Elements to support Blended Learning
- Coaching/Planning with Education Elements to support Blended Learning
- On-Site Training of Guided Reading Strategy
- On-Site PL and Planning with support of district Instructional Coaches, TSA, and Admin Team to expand staff knowledge of Wonder's Online Components
- Data Analysis and Action Planning by teacher, PLC teams, and school-wide
- Use of Learning by Doing, Engagement by Design and Design in Five books to support student engagement and planning off of Essential Standards
- Digital Literacy and Technology Supports
- Professional Learning provided by Vang Pao Language Team with support from English Learner TSAs to support needs of English Language Learners
- Use of components of Instructional Practice Guide (IPG) for Literacy

Action 2

Title: Math Support and Intervention

Action Details:

Vang Pao will continue to implement district adopted comprehensive program for math (Go-Math). Program will be utilized to plan instruction aligned with Common Core State Standards (CCSS) to provide learning opportunities with emphasis on conceptual and procedural understanding leading to opportunities for application to real world problems to include digital application using technology for all students and in tandem with California English Language Arts and Language Development Frameworks to support our English Language Learners. Emphasis in each math lessons will be on Instructional Shifts: Focus, Coherence, and Rigor along with the 8 Mathematical Practices. Designated TSA will provide direct instruction daily to 3rd and 4th grade students who are at the top tier of nearly meeting standards based on Interim and CAASPP data. All 1st through 3rd grade students will be provided additional math support and intervention at least 2 times a week through a Blended Learning Model using Go Math Personal Trainer, MobyMax and small group instruction.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- PLC created Common Formative Assessments (TK-6)
- KAIG & T-KAIG
- Classroom observations and PLC Agenda items and notes
- Interim Assessments (1st-6th)
- CAASPP Data

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

- High-quality first instruction of Math (CCSS) standards utilizing GO resources and materials ensuring the 4 Tights of Classroom Foundations: Objective, Aligned Instruction, Assessment (Checking for Understanding), and Closure focused on 8 Mathematical Practices
- PLC created Common Formative Assessments & Data Analysis
- Supplemental Contracts for Teachers (i.e. Planning, Tutoring, Language Team)
- Substitutes to support Professional Learning and Planning needs of PLCs, Teachers, Language Team, ILT, Data Chats, and monthly SSTs
- On-line Instructional Programs, such as; I-Ready, STAR(AR), MobyMax, Star Fall and other computer based technology programs to support students for Math. Books and other reference materials also as needed.
- Funds to build capacity of staff to attend Institutes and Conferences to support student achievement
- Direct Services-for Food Services for professional learning of teachers and parent engagement
- Purchase Orders provided to Vendors such as Savemart, Costco, etc. To support student/parent engagement/activities and staff professional learning
- 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 reading, differentiated, and intervention of students for Math
- Supplemental classroom materials, supplies, and resources such as:
 - tablets, projectors, headphones, and other technology items required/needed to support instruction and intervention for students
 - chart tablets, notebooks, paper, pencils, pens, markers, dry-erase boards, dry-erase pens, and other items to support reading, math, and language instruction and intervention

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

Parent engagement and activities to support action:

- Parent University Courses
- Title 1 Parent Meeting
- Back to School Night
- Coffee Chats
- Student Success Team (SSTs) Meetings
- Parent-Teacher Conferences

Owner(s):

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

Timeline:

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

Specify enhanced services for EL students:

- Designated and Integrated ELD Daily
- Use and instruction of Academic Discourse in Math
- Disaggregated data of English Language Learners (ELL's) on PLC (grade level), district, and school-wide data.
- Vang Pao Saturday ELD Squad provided to support English Language Learners (Long-Term) and those close to becoming Long Term English Learners (L-Tel's) towards Redesignation
- Visual Supports (Charts to support Instruction of Content)
- Use of manipulatives and tools
- 3 Home School Liaisons (Will include at least 1 Spanish and 1 Hmong) to support and communicate with parents.

Describe Professional Learning related to this action:

- Use of Learning by Doing, Engagement by Design and Design in Five books to support student engagement and planning off of Essential Standards for Math
- Digital Literacy and Technology Supports for Math
- Professional Learning provided by Vang Pao Language Team to support needs of English Language Learners
- Use of components of Instructional Practice Guide (IPG) for Math
- PL from Math Instructional Coaches for:

- Open House
- Quarterly Awards Assemblies
- School Messenger
- Student Homework Folders (TK-3rd) and Agendas/Planners (4th- 6th)

Share Math performance data during:

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

- - deeper dive into planning for math
 - uses of quarterly planners along with Go-Math resources and manipulatives
 - Math Progression and Coherence
 - Go Math Online Resources
 - Use of 8 Mathematical Practices

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 in tandem with state adopted language arts and content area standards to support the English Language Development of our English Language Learners to advance at least one proficiency level a year towards the goal of Re-designation. Vang Pao will continue to implement instructional strategies from Leading With Learning work. English Language Learners in grades 3rd through 6th will be provided the opportunity to attend our Vang Pao Saturday ELD Squad and after school tutoring.

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

Explain the Progress Monitoring and data used for this Action

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

- ELPAC Data
- Interim assessments (1st-6th)
- PLC Created Common Formative Assessments and Running Records
- BAS (K-3rd)
- DRP (2nd-6th)
- KAIG and T-KAIG
- EL Goal Setting- ATLAS
- Classroom observation, PLC Agenda Items, Notes, and Feedback
- Submit data and plans to Administration.

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.

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

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

Owner(s):

- Principal
- Vice Principals
- Instructional Leadership Team
- Certificated Tutor(s)
- Classroom Teachers and PLC Teams
- TSA
- Vang Pao Language Team

Timeline:

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

Specify enhanced services for EL students:

- Designated and Integrated ELD Daily
- Use and instruction of Academic Discourse
- Disaggregated data of English Language Learners (ELL's) on PLC (grade level), district, and school-wide

- Understanding), and Closure in tandem with California English Language Development Standards
- 45 Daily Blended Learning Block-differentiated small instruction for all students provided by classroom teachers utilizing small group instruction, I-Ready, MobyMax and other supplemental materials and resources
- 3 Teaching Fellows to support 1st grade Blended Learning Block
- 3 Certificated Tutors and 6 Teaching Fellows for small group intervention for targeted students based on BAS, Interim, DRP, and KAIG Data (K-6)
- Vang Pao Saturday ELD Squad and after school tutoring will be provided to support English Language Learners (Long-Term) and those close to becoming Long Term English Learners (L-TEL's) towards Redesignation
- PLC created Common Formative Assessments & Data Analysis
- Contract for ELPAC Assessors to support testing English Learners on state assessment
- Supplemental Contracts for Teachers (i.e. Planning, Tutoring, Language Team)
- Substitutes to support Professional Learning and Planning needs of ACs, Teachers, Language Team, ILT and monthly SSTs
- Funds to build capacity of staff to attend Institutes and Conferences to support student achievement
- Direct Services-for Food Services for professional learning of teachers and parent engagement
- Purchase Orders provided to Vendors such as Save Mart, Costco, etc. to support student/parent engagement/activities/incentives and staff professional learning
- On-line Instructional Programs, such as, Imagine Learning, I-Ready, STAR(AR), MobyMax, Star Fall and other computer based technology programs to support reading, differentiated, and intervention of students for ELA Books and other reference materials also 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 necessary to support reading, differentiated, and intervention of students for ELA
- 3 Home School Liaisons (Will include at least 1 Spanish and 1 Hmong) to support and communicate with parents
- Funds to provide incentives and awards for students' academic progress and achievements for English Learners who are Re-designated such as end of year celebration with parents providing refreshments and awards
- Supplemental classroom materials, supplies, and resources such as:
 - tablets, projectors, headphones, and other technology items required/needed to support instruction and intervention for students
 - chart tablets, notebooks, paper, pencils, pens, markers, dry-erase boards, dry-erase pens, and other items to support reading, math, and language instruction and intervention

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

Parent engagement and activities to support action:

- Parent University Courses
- Title 1 Parent Meeting
- Back to School Night
- Coffee Chats
- Student Success Team (SSTs) Meetings
- Parent-Teacher Conferences
- Open House
- Quarterly Awards Assemblies
- School Messenger
- Student Homework Folders (Tk-3rd) and Agendas/Planners (4th- 6th)

- data.
- Vang Pao Saturday ELD Squad and tutoring will be provided to support English Language Learners (Long-Term) and those close to becoming Long Term English Learners (L-TEL's) towards Redesignation
- Visual Supports (Charts to support Instruction of Content)
- 3 Home School Liaisons (Will include at least 1 Spanish and 1 Hmong) to support and communicate with parents.

Describe Professional Learning related to this action:

- Professional Learning with Education Elements to support Blended Learning
- Coaching/Planning with Education Elements to support Blended Learning
- On-Site Training of Guided Reading Strategy
- On-Site PL and Planning with support of district Instructional Coaches, TSA, and Admin Team to expand staff knowledge of Wonder's Online Components
- Data Analysis and Action Planning by teacher, PLC teams, and school-wide
- Use of Learning by Doing and Design in Five books to support planning off of Essential Standards
- Digital Literacy and Technology Supports
- Professional Learning provided by Vang Pao Language Team with support of English Learner TSAs to support needs of English Language Learners
- Use of components of Instructional Practice Guide (IPG) for Literacy

Share ELA, Math, and ELPAC performance data during:

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

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0567 Vang Pao Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.4375	CT to support RTI program.	28,074.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Instructional support software program licenses; will pay for i-Ready, STAR (AR), Moby Max, and StarFall to support Goals 1-4 and Actions 1-6.	100.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Supplemental instructional materials and supplies for students and teachers to support Goals 1-4 and Actions 1-6 and all curricular content areas. (No incentives or food)	7,749.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Purchase of tablets and other needed technology such as projector bulbs, document cameras, and etc. to support instruction of students academic and social emotional learning to address Goals 1-4 and Actions 1-6.	100.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			(Babysitting) Classified staff to support parent engagement in school events and activities such as ELAC, SSC, and parent classes to support Actions 1-6.	1,223.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375	CT support for RTI program.	44,795.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for Data Chats, SST's, Professional Development, Side by Side Coaching, Peach Blossom, Peer Mediation and Engagements.	7,000.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts provided for PLC, Language Team, Teachers, and Lead Teachers to meet to analyze data, plan instruction, and strategies to support student academic and social emotional learning addressing Actions 1-6. Contracts will be available for teachers to provide additional after-school tutoring.	14,813.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Instructional support software program licenses; will pay for i-Ready, STAR (AR) and StarFall to support Goals 1-4 and Actions 1-6.	9,205.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Supplemental instructional materials and supplies for students and teachers to support Goals 1-4 and Actions 1-6.	20,810.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Purchase of tablets/laptops and other needed technology such as printers, projectors, projector bulbs, document cameras, and etc. to support instruction of students academic and social emotional learning to address Goals 1-4 and Actions 1-6.	26,000.00
G1A1		Instruction	Subagreements			California Teaching Fellows Foundation :	65,025.00

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0567 Vang Pao Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation- Teaching Fellows to support struggling students in grades K-6th to to address Goals 1-4 and Actions 1-6. Teaching Fellows will support intervention with 2 Certificated Tutors to pull small groups fro at least 40 minutes , 4 days a week. Teaching Fellows will be utilized to support 1st grade teachers with small group/differentiated instruction during Blended Learning time.	65,025.00
G1A1	Sup & Conc	Instruction	Travel			: Conference fees and travel will be provided to build the capacity of staff to support Goals 1-4 and Actions 1-6.	7,000.00
G1A1	Sup & Conc	Instruction	Copier Maint			Copier lease for staff to utilize upstairs for instructional support support to address Goals 1-4 and Actions 1-6.	5,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Direct maintenance of technology to support Goals 1-4 and Actions 1-6.	8,495.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Education Elements : Actions 2 & 3	4,000.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Travel			: Conference fees and travel will be provided to build the capacity and support of staff and administration to support Goals 1-4 and Actions 1-6.	4,000.00
G1A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Classified staff will provide translation services for parent teacher conferences, parent meetings and trainings. Supports Actions 1-6.	5,012.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			: Food for parent meetings such as SSC, ELAC, and parent classes.	500.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4375	CT support with RTI program.	44,070.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Supplemental contracts provided for PLC, Language Team, Teachers, and Lead Teachers to meet to analyze data, plan instruction, and strategies to support English Language Learners' academic and social emotional learning addressing Actions 1-6. Contracts for Teachers will be provided for After-school and Vang Pao Saturday ELD Squad tutoring to support English Language Learners.	5,596.00
G1A1	LCFF: EL	Instruction	Bks & Ref			Instructional support software program licenses; will pay for i-Ready, STAR (AR), Moby Max and StarFall to support Goals 1-4 and Actions 1-6.	10,932.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Supplemental instructional materials and supplies for students and teachers to support Goals 1-4 and Actions 1-6.	12,701.00

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0567 Vang Pao Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	LCFF: EL	Instruction	Nc-Equipment			Purchase of tablets/laptops and other needed technology such as printers, projectors, projector bulbs, document cameras, and etc. to support instruction of students academic and social emotional learning to address Goals 1-4 and Actions 1-6.	16,464.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation-Teaching Fellows to support struggling students in grades K-6th to to address Goals 1-4 and Actions 1-6. Teaching Fellows will support intervention with 2 Certificated Tutors to pull small groups fro at least 40 minutes , 4 days a week. Teaching Fellows will be utilized to support 1st grade teachers with small group/differentiated instruction during Blended Learning time.	21,675.00
G1A1	LCFF: EL	Instruction	Travel			: Conference fees and travel will be provided to build the capacity of staff to support Goals 1-4 and Actions 1-6.	2,500.00
G1A1	LCFF: EL	Instruction	Direct-Maint			Direct maintenance for Technology to support Goals 1-4 and Actions 1-6.	1,000.00
G1A1	LCFF: EL	Parent Participation	Mat & Supp			Food for parent meetings such as SSC, ELAC, and parent classes.	1,000.00
G1A2	Sup & Conc	Instruction	Direct-Food			Direct food services for Professional Learning of staff to support student academics and social emotional learning needs. Supporting Goals 1-4 and Actions 1-6.	1,500.00
G1A3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	HSL to support parent engagement and involvement for student academic success, social emotional learning and attendance.	14,728.00
G1A3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School	0.4375		15,121.00
G1A3	Title 1 Basic	Attendance & Social Work Service	Local Mileag			HSL(s) mileage for home visits to support Goals 1-4 and Actions 1-6.	1,000.00
G1A3	Sup & Conc	Parent Participation	Mat & Supp			Parent materials and supplies to support parent engagement and communication for Goals 1-4 and Actions 1-6.	2,000.00
G1A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	0.4375		15,670.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Substitutes for Data Chats, Professional Development, Side by Side Coaching, Planning on and off site to support English Learners in Re-designation and language progress and proficiency supporting Actions 1-6.	9,523.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC assessors to support assessment of English Language Learners.	5,000.00

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0567 Vang Pao Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A3	LCFF: EL	Instructional Supervision & Admir	Travel			: Conference fees and travel will be provided to build the capacity of and support of staff and administration to support Goals 1-4 and Actions 1-6.	2,500.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Ext			HSLs will provide translation services for parent teacher conferences, parent meetings and trainings. HSLs will make needed phone calls to parents regarding teacher concerns for academics ans social emotional learning. Supports Actions 1-6.	9,948.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Sup			(Babysitting) Classified staff to support parent engagement in school events and activities such as ELAC, SSC, and parent classes to support Actions 1-6.	3,014.00

\$454,843.00

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

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	94.824	100

Needs Assessment

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

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Goal 2 Participation Rate</p> <p>According to the 2017-18 ATLAS report, Vang Pao has a 99.05% participation rate in activities TK-6th Grade:</p> <ul style="list-style-type: none"> • Field Trips • 6th Grade Move Up • Clubs • Meaningful Jobs • Elective Wheels • Peer Mediators • After School Tutoring • Saturday ELD Squad • Drama • Music (Band, Strings, Choir) • Sports (Football, Volleyball, Basketball, Cross Country, Soccer, Softball) • Peach Blossom • Spelling Bee • Student Council • Leadership • School Assemblies (Healthy Heart, Valley Children's, Friday Philharmonic) 	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Goal 2 Participation Rate</p> <p>According to the 2017-18 ATLAS report, there were no significant disproportionality for any subgroups.</p> <ul style="list-style-type: none"> • African American – 96.55% • Asian-96.6% • Foster Youth-100% • Hispanic/Latino-98.18% • Special Ed-98.18% • White-100% • Other-100%
---	--

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

<p>1 SSC:</p> <p>Shared student engagement data with SSC. Informed SSC of new engagement opportunities provided for all students in TK through 6th grade. No input provided, SSC very satisfied with new</p>	<p>2 ELAC:</p> <p>Shared student engagement data with ELAC. Informed ELAC of new engagement opportunities provided for all students in TK through 6th grade. No input provided, ELAC very satisfied with new</p>	<p>3 Staff:</p> <p>Shared student engagement data with staff. Informed staff of new engagement opportunities provided for all students in TK through 6th grade. No input provided, staff very satisfied with new</p>
---	---	---

engagement opportunities. These engagement opportunities will continued to be provided next year.

engagement opportunities. These engagement opportunities will continued to be provided next year.

engagement opportunities. These engagement opportunities will continued to be provided next year.

Action 1

Title: Student Engagements Opportunities

Action Details:

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

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

- Principal
- Vice Principals
- Instructional Leadership Team
- Classroom teachers and PLC teams
- TSA
- Coaches

Timeline:

- Monthly
- Quarterly
- Survey data-once a year

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

- Supplemental Contracts for Teachers (i.e. After-school tutoring and clubs-Goal 2 Funds)
- Substitutes to support Professional Learning and Planning needs of PLCs, Teachers, Language Team, ILT and monthly SSTs on student engagement and school related activities such as Peer Mediation, Peach Blossom, etc.
- Provide funds for transportation and costs, such as, entrance fees of students for engagement opportunities on and off campus
- Additional Copy Machine and copy machines' maintenance to support/provide materials
- Graphics-direct services for additional materials such as certificates and other resources necessary to support student engagement
- Direct Services-for Food Services for students/parent engagement and activities
- Purchase Orders provided to Vendors such as Save Mart, Costco, etc. to support student/parent engagement/activities
- 3 Home School Liaisons (Will include at least 1 Spanish and 1 Hmong) to support and communicate with parents.
- Provide students incentives for athletics, and school wide activities

Specify enhanced services for EL students:

- Disaggregated data of English Language Learners (ELLs) on PLC (grade level), district, and school-wide data
- 3 Home School Liaisons (Will include at least 1 Spanish and 1 Hmong) to support and communicate with parents.

- Supplemental materials, supplies, and resources such as:
 - crafts and arts materials and other items required/needed to support student achievement, engagement in academics, arts, activities, and events
 - other consumable supplies for elective wheel and clubs
 - Books and other reference materials also as needed.

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

Parent engagement and activities to support action:

- Parent University Courses
- Title 1 Parent Meeting
- Back to School Night
- Coffee Chats
- Student Success Team(SSTs) Meetings
- Parent-Teacher Conferences
- Open House
- Quarterly Awards Assemblies
- School Messenger
- Student Homework Folders (TK-3rd) and Agendas/Planners (4th- 6th)

Share parent engagement opportunities during:

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

Describe Professional Learning related to this action:

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

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0567 Vang Pao Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Mat & Supp			: Direct services of on and off campus field trips to support students academics, social emotional needs, and engagements as addressed by Goals 1-4 and Actions 1-6.	5,000.00
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation for students as needed to promote student engagement for off-campus extra-curricular activities such as Peach Blossom, Peer Mediation, and other engagements.	5,000.00

\$10,000.00

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

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 3rd Grade	100	100
Exposure to Careers - 4th Grade	97.826	100
Exposure to Careers - 6th Grade	99.074	100

Needs Assessment

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

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

Exposure to Careers - 3rd Grade

Field Trips:

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

School:

- Bricks for Kidz

Exposure to Careers - 4th Grade

Field Trip:

- Monterey Bay Aquarium
- Friant Dam

School:

- Friday Philharmonic

Exposure to Careers - 6th Grade

Field Trip:

- 6th grade Camp
- Fresno City College

School:

- Friday Philharmonic
- Kids Invent

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

Exposure to Careers - 3rd Grade

There was no disproportionality found within any subgroup

Exposure to Careers - 4th Grade

There was no disproportionality found within any subgroup

Exposure to Careers - 6th Grade

There was no disproportionality found within any subgroup

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

<p>1 SSC:</p> <p>Continue with current services:</p> <ul style="list-style-type: none"> • Materials and supplies • Awards Recognition (Academic, Student of the Month) • Monthly Character Count activities and recognition • Supplemental contracts for NTAs to support students <p>Shared with SSC educationally related field trip opportunities provided for students and data on student behaviors here at Vang Pao. Also provided information to SSC on daily, weekly, and monthly incentives provided for students based off of 6 Pillars of Character. Informed SSC of continuing strategies to support student with social emotional learning focusing on Growth Mindset and 6 Pillars of Character. In addition, NTAs and classified staff will be provided supplemental contracts to build relationships and support students in social emotional learning.</p> <p>No suggestions from SSC. Parents satisfied with plan to expand supports for students in Growth Mindset and 6 Pillars of Character.</p>	<p>2 ELAC:</p> <p>Continue with current services:</p> <ul style="list-style-type: none"> • Materials and supplies • Awards Recognition (Academic, Student of the Month) • Monthly Character Count activities and recognition • Supplemental contracts for NTAs to support students <p>Shared with ELAC educationally related field trip opportunities provided for students and data on student behaviors here at Vang Pao. Also provided information to ELAC on daily, weekly, and monthly incentives provided for students based off of 6 Pillars of Character. Informed ELAC of continuing strategies to support student with social emotional learning focusing on Growth Mindset and 6 Pillars of Character. In addition, NTAs and classified staff will be provided supplemental contracts to build relationships and support students in social emotional learning.</p> <p>Parents satisfied with plan to expand supports for students in Growth Mindset and 6 Pillars of Character.</p> <p>Suggestions:</p> <p>ELAC suggested investing in school psychologist time. After clarification of the role of school psychologist and suggested plan of strategies, ELAC was satisfied with plan.</p>	<p>3 Staff:</p> <p>Continue with current services:</p> <ul style="list-style-type: none"> • Materials and supplies • Awards Recognition (Academic, Student of the Month) • Monthly Character Count activities and recognition • Supplemental contracts for NTAs to support students <p>Shared with staff/ILT educationally related field trip opportunities provided for students and data on student behaviors here at Vang Pao. Also provided information to staff/ILT on daily, weekly, and monthly incentives provided for students based off of 6 Pillars of Character. Informed staff/ILT of continuing strategies to support student with social emotional learning focusing on Growth Mindset and 6 Pillars of Character. In addition, NTAs and classified staff will be provided supplemental contracts to build relationships and support students in social emotional learning.</p> <p>Suggestions from ILT/staff:</p> <ul style="list-style-type: none"> • Growth Mindset activities and implementation • Monthly Rallies & Activities tied to the 6 Pillars of Characters <p>Suggestions taken and put into plan.</p>
---	--	---

Action 1

Title: Social Emotional Learning and Support

Action Details:

Vang Pao will continue to implement a 3 Tiered Level of response and support to all students' behaviors and behavioral incidents. Vang Pao will continue to implement all Safe and Civil components such as Class Meetings, Second Step, Guidelines for Success (GFS-Vang Pao Take Pride-Poster), Growth Mindset, and CHAMPS for all students. Vang Pao will continue to provide incentives for all students on a daily, weekly, and monthly basis focusing on the Six Pillars of Character. Vang Pao will also seek out the support of outside agencies and utilize district ICET process for those who need Tier 3 support for social emotional needs.

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

Explain the Progress Monitoring and data used for this Action

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

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

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

- Supplemental Contracts for Teachers (i.e. After-school tutoring and clubs-Goal 2 Funds)
- Substitutes to support Professional Learning and Planning needs of PLCs, Teachers, Language Team, ILT and monthly SSTs on student engagement and school related activities such as Peer Mediation, Peach Blossom, etc.
- 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, safety, behavioral and social emotional needs.
- Direct Services-for Food Services for students/parent engagement and activities
- Purchase Orders provided to Vendors such as Savemart, Costco, etc. to support student/parent engagement/activities=
- Funds to provide students incentives focused on the 6 Pillars of Characters such as; weekly Success Shack prizes, monthly rallies, and quarterly Fun Works Assemblies. Incentives will be purchased from outside vendors through purchase orders.
- 3 Home School Liaisons (Will include at least 1 Spanish and 1 Hmong) to support and communicate with parents.
- Supplemental materials, supplies, and resources such as:
 - materials and other items required/needed to support students safety and continued reinforcement of the 6 Pillars of Character, Growth Mindset, and school wide activities, and events on Social Emotional Needs
 - other consumable supplies for Social Emotional Learning
 - Books and other reference materials also as needed.

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

Parent engagement and activities to support action:

- Parent University Courses
- Title 1 Parent Meeting
- Back to School Night
- Coffee Chats
- Student Success Team (SSTs) Meetings
- Parent-Teacher Conferences
- Open House
- Quarterly Awards Assemblies
- School Messenger

Owner(s):

- Principal
- Vice Principals
- TSA
- Classroom Teachers
- PRIDE Team

Timeline:

- Monthly
- Quarterly

Specify enhanced services for EL students:

- Disaggregated data of English Language Learners (ELLs) on PLC (grade level), district, and school-wide data
- 3 Home School Liaisons (Will include at least 1 Spanish and 1 Hmong) to support and communicate with parents.

Describe Professional Learning related to this action:

- Professional Learning provided by PRIDE team and Admin on modules to continue Safe and Civil schools initiatives, and Growth Mindset
- Implementation of Class Meetings, Second Step, Growth Mindset, and CHAMPS/MAC

- Student Homework Folders (Tk-3rd) and Agendas/Planners (4th- 6th)

Share suspension and behavioral data during:

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

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0567 Vang Pao Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Mat & Supp			: Incentives for students to promote academics, social emotional needs, and engagements.	5,000.00
G3A1	Sup & Conc	Instruction	Direct-Graph			: Graphics department will be utilized for various certificates and incentives to support academics and social emotional learning needs of students for Goals 1-4 and Actions 1-6.	5,000.00

\$10,000.00

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

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current %	Target %
ADA Attendance	95.566	96.566
Chronic Absenteeism	10.629	8.629
Suspensions Per 100	2.424	1.424

Needs Assessment

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

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

Chronic Absenteeism

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

Suspensions Per 100

- Weekly Class Meetings school wide
- Student Clubs
- Positive Incentives
- NTAs to build relationships

ADA Attendance

- Perfect Attendance Assemblies (quarterly)
- Perfect Attendance Awards (quarterly)

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

Chronic Absenteeism

Data pulled from the Core Index Matrix shows the following % for significant subgroup:

- African-American-14%
- Asian 2%
- Hispanic/Latino 11%

Suspensions Per 100

Data pulled from the Core Index Matrix shows the following % for significant subgroup:

- African-American- 7.5%
- Asian 1.1%
- Hispanic/Latino 1%

ADA Attendance

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

1 SSC:

- Continue with current services:
 - Materials and supplies

2 ELAC:

Continue with current services:

- Materials and supplies

3 Staff:

Continue with current services:

- Materials and supplies

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

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

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

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

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

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

Suggestions:

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

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

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

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

Suggestions from ILT/staff:

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

Suggestions taken and put into plan.

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

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

Actions funded by Title 1:

1. Subs for student engagement and social emotional learning

- Students were engaged in opportunities to support social emotional learning through their participation in Peer Mediation training. Students are continuing to receive hands on training on a weekly basis through collaboration with Fresno State. On a daily basis, students get to practice and support their peers in conflict resolution with one another.
- Peach Blossom – Students were provided the opportunity to participate in the annual Peach Blossom Festival held at Fresno State.
- Substitutes were provided for staff to attend these events with students during the school day.

2. Supplemental Materials and Supplies

- To support students in reading, the purchase of guided reading books were added to build a library of Leveled Readers (TK-6th Grade) to utilize for small group instruction.
- Additional technology such as tablets, projectors, and VGA cords were purchased to support and engage students in learning.
- Maintenance of technology – funds were utilized to replace tablets

3. Babysitting

- Babysitters were provided for ELAC, School Site Council (SSC) and other school meetings in order to support parent involvement and engagement.

4. Materials and supplies were also purchased to support parent involvement and engagement such as colored paper for parent notices and letters and symbols for the marquee.

5. Home School Liaison – Spanish

- Provided to support parent engagement and involvement in school meetings, such as ELAC, SSC, and other parent meetings.
- Additionally, HSL translated notes, made phone calls, and reached out to all parents regarding student academics, attendance and social emotional needs.

Action 1

Title: Attendance: Student Support and Incentives

Action Details:

Vang Pao will continue to support and educate parents and students on the impact of attendance on academic performance and growth by continuing the partnerships with parents and school site staff. Vang Pao will implement a schoolwide attendance program, utilizing incentives to promote perfect attendance for all students. To support parents and families of students with attendance concerns, along with Office Clerk and School Child Welfare Attendance Social Worker (CWAS), 3 Home School Liaisons (Will include at least 1 Spanish and 1 Hmong) will be provided for communication and home visits. Phone calls and meetings will be held to support parents in increasing the attendance of students with concerns by Office Clerk and CWAS.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Daily attendance records/logs
- Home visits
- Attendance Chats (CWAS)
- A2A Meetings
- Health office referrals

Owner(s):

- Principal
- Vice Principals
- TSA
- Classroom Teachers
- Office Staff
- CWAS
- Home School Liaisons

Timeline:

- Daily
- Weekly
- Monthly
- Quarterly Incentives

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

- Supplemental Contracts for Teachers (i.e. After-school tutoring and clubs-Goal 2 Funds)
- Substitutes to support Professional Learning and Planning needs of PLCs, Teachers, Language Team, ILT and monthly SSTs on student attendance and 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
- Graphics-direct services for additional materials such as certificates and other resources necessary to support student attendance
- Direct Services-for Food Services for students/parent engagement and activities
- Purchase Orders provided to Vendors such as Savemart, Costco, to support student/parent activities focused on attendance
- 3 Home School Liaisons (Will include at least 1 Spanish and 1 Hmong) to support and communicate with parents.
- Supplemental materials, supplies, and resources such as:
 - materials and other items required/needed to support students' attendance
 - other consumable supplies for Attendance

Specify enhanced services for EL students:

- Disaggregated data of English Language Learners (ELLs) on PLC (grade level), district, and school-wide data
- 3 Home School Liaisons (Will include at least 1 Spanish and 1 Hmong) to support and communicate with parents.
- Child Welfare Attendance Social Worker (CWAS) to support students with chronic attendance

- Books and other reference materials also as needed.

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

Parent engagement and activities to support action:

- Parent University Courses
- Title 1 Parent Meeting
- Back to School Night
- Coffee Chats
- Student Success Team(SSTs) Meetings
- Parent-Teacher Conferences
- Open House
- Quarterly Awards Assemblies
- School Messenger
- Student Homework Folders (Tk-3rd) and Agendas/Planners (4th- 6th)

Share parent engagement opportunities during:

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

Describe Professional Learning related to this action:

- Professional learning on building relationships and continuing to make connections with students and staff to support attendance
- Collaboration with EBAY-C on parent engagement and support and increase attendance rate

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0567 Vang Pao Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent materials and supplies to support parent engagement and communication for Goals 1-4 and Actions 1-6 such as students planners for grades 4 to 6 and student folders for grades TK to 3rd. (No incentives or food)	500.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cons Svc/Oth			Fun Works : Contract for Fun Works to support student attendance and truancy rate for students with perfect attendance quarterly and build culture and climate for school wide assemblies addressing social emotional learning needs.	3,300.00

\$3,800.00

2018-2019 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	CT to support RTI program.	28,074.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Instructional support software program licenses; will pay for i-Ready, STAR (AR), Moby Max, and StarFall to support Goals 1-4 and Actions 1-6.	100.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Supplemental instructional materials and supplies for students and teachers to support Goals 1-4 and Actions 1-6 and all curricular content areas. (No incentives or food)	7,749.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Purchase of tablets and other needed technology such as projector bulbs, document cameras, and etc. to support instruction of students academic and social emotional learning to address Goals 1-4 and Actions 1-6.	100.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			(Babysitting) Classified staff to support parent engagement in school events and activities such as ELAC, SSC, and parent classes to support Actions 1-6.	1,223.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375	CT support for RTI program.	44,795.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for Data Chats, SST's, Professional Development, Side by Side Coaching, Peach Blossom , Peer Mediation and Engagements.	7,000.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts provided for PLC, Language Team, Teachers, and Lead Teachers to meet to analyze data, plan instruction, and strategies to support student academic and social emotional learning addressing Actions 1-6. Contracts will be available for teachers to provide additional after-school tutoring.	14,813.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Instructional support software program licenses; will pay for i-Ready, STAR (AR) and StarFall to support Goals 1-4 and Actions 1-6.	9,205.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Supplemental instructional materials and supplies for students and teachers to support Goals 1-4 and Actions 1-6.	20,810.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Purchase of tablets/laptops and other needed technology such as printers, projectors, projector bulbs, document cameras, and etc. to support instruction of students academic and social emotional learning to address Goals 1-4 and Actions 1-6.	26,000.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation- Teaching Fellows to support struggling students in grades K-6th to to address Goals 1-4 and Actions 1-6. Teaching Fellows will support intervention with 2 Certificated Tutors to pull small groups fro at least 40 minutes , 4 days a week. Teaching Fellows will be utilized to support 1st grade teachers with small group/differentiated instruction during Blended Learning time.	65,025.00
G1A1	Sup & Conc	Instruction	Travel			: Conference fees and travel will be provided to build the capacity of staff to support Goals 1-4 and Actions 1-6.	7,000.00

G1A1	Sup & Conc	Instruction	Copier Maint			Copier lease for staff to utilize upstairs for instructional support support to address Goals 1-4 and Actions 1-6.	5,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Direct maintenance of technology to support Goals 1-4 and Actions 1-6.	8,495.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Education Elements : Actions 2 & 3	4,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Travel			: Conference fees and travel will be provided to build the capacity and support of staff and administration to support Goals 1-4 and Actions 1-6.	4,000.00
G1A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Classified staff will provide translation services for parent teacher conferences, parent meetings and trainings. Supports Actions 1-6.	5,012.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			: Food for parent meetings such as SSC, ELAC, and parent classes.	500.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4375	CT support with RTI program.	44,070.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Supplemental contracts provided for PLC, Language Team, Teachers, and Lead Teachers to meet to analyze data, plan instruction, and strategies to support English Language Learners' academic and social emotional learning addressing Actions 1-6. Contracts for Teachers will be provided for After-school and Vang Pao Saturday ELD Squad tutoring to support English Language Learners.	5,596.00
G1A1	LCFF: EL	Instruction	Bks & Ref			Instructional support software program licenses; will pay for i-Ready, STAR (AR), Moby Max and StarFall to support Goals 1-4 and Actions 1-6.	10,932.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Supplemental instructional materials and supplies for students and teachers to support Goals 1-4 and Actions 1-6.	12,701.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Purchase of tablets/laptops and other needed technology such as printers, projectors, projector bulbs, document cameras, and etc. to support instruction of students academic and social emotional learning to address Goals 1-4 and Actions 1-6.	16,464.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation- Teaching Fellows to support struggling students in grades K-6th to address Goals 1-4 and Actions 1-6. Teaching Fellows will support intervention with 2 Certificated Tutors to pull small groups fro at least 40 minutes , 4 days a week. Teaching Fellows will be utilized to support 1st grade teachers with small group/differentiated instruction during Blended Learning time.	21,675.00
G1A1	LCFF: EL	Instruction	Travel			: Conference fees and travel will be provided to build the capacity of staff to support Goals 1-4 and Actions 1-6.	2,500.00
G1A1	LCFF: EL	Instruction	Direct-Maint			Direct maintenance for Technology to support Goals 1-4 and Actions 1-6.	1,000.00
G1A1	LCFF: EL	Parent Participation	Mat & Supp			Food for parent meetings such as SSC, ELAC, and parent classes.	1,000.00
G1A2	Sup & Conc	Instruction	Direct-Food			Direct food services for Professional Learning of staff to support student academics and social emotional learning needs. Supporting Goals 1-4 and Actions 1-6.	1,500.00
G1A3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	HSL to support parent engagement and involvement for student academic success, social emotional	14,728.00

G1A3		Attendance & Social Work Service	Cls Sup-Reg		0.4375	learning and attendance.	14,728.00
G1A3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School	0.4375		15,121.00
G1A3	Title 1 Basic	Attendance & Social Work Service	Local Mileage			HSL(s) mileage for home visits to support Goals 1-4 and Actions 1-6.	1,000.00
G1A3	Sup & Conc	Parent Participation	Mat & Supp			Parent materials and supplies to support parent engagement and communication for Goals 1-4 and Actions 1-6.	2,000.00
G1A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	0.4375		15,670.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Substitutes for Data Chats, Professional Development, Side by Side Coaching, Planning on and off site to support English Learners in Re-designation and language progress and proficiency supporting Actions 1-6.	9,523.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC assessors to support assessment of English Language Learners.	5,000.00
G1A3	LCFF: EL	Instructional Supervision & Admin	Travel			: Conference fees and travel will be provided to build the capacity of and support of staff and administration to support Goals 1-4 and Actions 1-6.	2,500.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Ext			HSLs will provide translation services for parent teacher conferences, parent meetings and trainings. HSLs will make needed phone calls to parents regarding teacher concerns for academics and social emotional learning. Supports Actions 1-6.	9,948.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Sup			(Babysitting) Classified staff to support parent engagement in school events and activities such as ELAC, SSC, and parent classes to support Actions 1-6.	3,014.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Direct services of on and off campus field trips to support students academics, social emotional needs, and engagements as addressed by Goals 1-4 and Actions 1-6.	5,000.00
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation for students as needed to promote student engagement for off-campus extra-curricular activities such as Peach Blossom, Peer Mediation, and other engagements.	5,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Incentives for students to promote academics, social emotional needs, and engagements.	5,000.00
G3A1	Sup & Conc	Instruction	Direct-Graph			: Graphics department will be utilized for various certificates and incentives to support academics and social emotional learning needs of students for Goals 1-4 and Actions 1-6.	5,000.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent materials and supplies to support parent engagement and communication for Goals 1-4 and Actions 1-6 such as students planners for grades 4 to 6 and student folders for grades TK to 3rd. (No incentives or food)	500.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cons Svc/Oth			Fun Works : Contract for Fun Works to support student attendance and truancy rate for students with perfect attendance quarterly and build culture and climate for school wide assemblies addressing social emotional learning needs.	3,300.00

\$478,643.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$68,595.00
Sup & Conc	7090	\$264,125.00
LCFF: EL	7091	\$145,923.00
Grand Total		\$478,643.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$454,843.00
G2 - All students will engage in arts, activities, and athletics	\$10,000.00
G3 - All students will demonstrate the character and competencies for workplace success	\$10,000.00
G4 - All students will stay in school on target to graduate	\$3,800.00
Grand Total	\$478,643.00