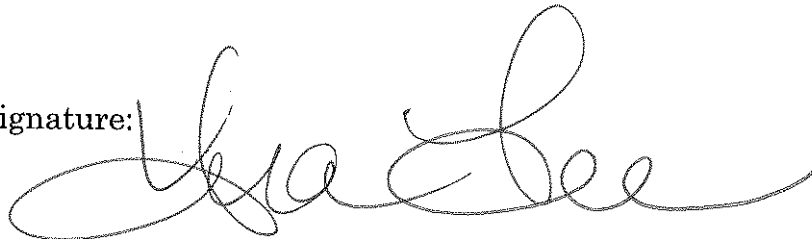


Vang Pao Elementary

10621666006068

Principal's Name: Yua Lee

Principal's Signature:

A handwritten signature in cursive script, appearing to read 'Yua Lee', written in black ink.

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

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

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

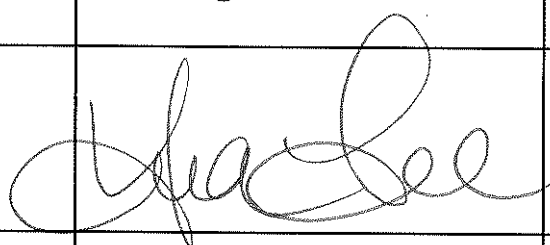
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 student groups 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 (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (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 & Chairperson- Yua Lee	X				
2. Blia Yang					X
3. Claudia Martinez					X
4. Karen Vang					X
5. Chia Thao					X
6. Sofia Bencomo					X
7. Griselda Barraza		X			
8. Jenny Yang		X			
9. Kristina Yang		X			
10. Serina Thao			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		
SSC Chairperson			

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

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Vang Pao - 0567

ON-SITE ALLOCATION

3010	Title I	\$101,790 *
7090	LCFF Supplemental & Concentration	\$317,602
7091	LCFF for English Learners	\$122,688

TOTAL 2024/25 ON-SITE ALLOCATION

\$542,080

* 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	\$3,016
Remaining Title I funds are at the discretion of the School Site Council	\$98,774
Total Title I Allocation	\$101,790

Vang Pao Elementary 2024-2025 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓	-27 pts	-37.6 pts	2023-2024	-17 pts
SBAC ELA - Average distance from standard (Students w/ Disabilities)	✓		-121.2 pts	2023-2024	-116 pts
SBAC ELA - percentage of students met/exceeded standard	✓	50 %	35.4 %	2023-2024	50 %
SBAC Math - Average distance from standard	✓	-35 pts	-29.3 pts	2023-2024	-9.3 pts
SBAC Math - percentage of students met/exceeded standard	✓	50 %	39.5 %	2023-2024	56 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

1. CT and TF provided targeted small group reading support for students, primarily focusing on grades 1 & 2. A few students in third grade are being pulled for continued support to build reading foundational skills. Due to the lack of qualified candidates, we were not able to fill our second CT position.

2. Additional TFs were provided to support in TK-2 grade classrooms with the ELA Blended Learning Block focusing on reading foundational skills.

Impact: Data from BAS and FSA shows these supports have continued to help our students make gains in reading foundational skills and overall reading levels. Over 60% of our 2nd graders are on target to reading at grade level and beyond.

3. Our Math Intervention TSA has continued to support targeted students in 3rd-6th grade in core instruction focusing on grade level standards and appropriate rigor.

Impact: According to i-Ready2 results, Vang Pao students in 3rd-6th grade are on track to meeting our goals

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

1. Vang Pao continues to prioritize and include SWD and AA students in RTI and Math Intervention programs; however, due to chronic absenteeism of with students in these two groups, there continues to be disparity.

Vang Pao continues to build the capacity of our teachers through the work of PLC by collaborating, modeling, digging deeper, and providing feedback to each other in our weekly PLC meetings. PLC continue to meet to discuss and plan instructional path focusing on grade-level standards, calendar CFAs, IABs, and FIABs.

Data analysis including student misconceptions and planning for next steps we discussed to support all students with special focus on EL, SWD, and African American student groups data due to the disproportionality of learning from these student groups.

set for SBAC ELA and Math proficiency. (ELA 43%) (Math 46%)

Vang Pao continues to build the capacity of our teachers through the work of PLC by collaborating, modeling, digging deeper, and providing feedback to each other in our weekly PLC meetings. PLC continue to meet to discuss and plan instructional path focusing on grade-level standards, calendar CFAs, IABs, and FIABs. Data analysis including student misconceptions and planning for next steps were discussed to support all students with special focus on EL, SWD, and African American student groups data due to the disproportionality of learning from these student groups.

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 (Intended actions for the current school year vs. Actual actions that occurred).

We were able to implement our actions to address the diverse needs of our students in the goal. RTI with CT and TFs were in place for the school year. TFs were in most, if not all, the 1st and 2nd grade classrooms as well as some TK and K classes. All teachers in grades K-2, and some teachers in grades 3rd-6th implemented at least a 45 minutes Blended Learning Block. In grades 3-6, teachers started to implement the newly adopted Science curriculum which impacted the Blended Learning Block. Some teachers and PLCs were able to provide differentiated small-group math instructions.

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 2024/25 SPSA.

We know that our actions have continued to support this goal. We will continue to implement our actions in this goal ensuring the instruction and data analysis of grade-level standards in both ELA and Math. The additional support of CTs and TFs have supported our students to become readers. In addition we will continue to have the additional math instruction support in grades 3-6. We have moved this position from site-funded to Designated TSA. We will be having our HSLs specifically looking at student attendance data on a daily and weekly basis and will connect with these parents to ensure students return to school and not miss out on the learning opportunities provided. Additionally, our Tier 2 Intervention Specialist and School Psychologist will support our students including SWD, AA, ELLs etc. to make connections to improve attendance.

Additionally, selected ILT, PRIDE, Classified, FTA rep, and Admin will have meetings to ensure that we live and monitor the SPSA goals and actions.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

1. Vang Pao student performance data were shared to SSC, ELAC, Staff, and parent/community stakeholders at scheduled meetings (ELAC, SSC, 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 to keep all

2 ELAC:

1. Vang Pao student performance data were shared to SSC, ELAC, Staff, and parent/community stakeholders at scheduled meetings (ELAC, SSC, Title 1 Parent Meeting, Staff PL Meetings, and Buyback Days) which include multiple opportunities for stakeholder input. 2. Parents on ELAC requested to keep all personnel and actions to address goal.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

1. Vang Pao student performance data were shared to SSC, ELAC, Staff, and parent/community stakeholders at scheduled meetings (ELAC, SSC, 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. Majority of staff requested to keep all

personnel and actions to address goal.

personnel such as HSL positions, CTs, Teaching Fellows, and intervention TSA for math.

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 enhance literacy development through various organizations and conferences including Corwin, Scholastic, Heinemann, Cullinan, Solution Tree, ADTLE, and Standards Institute. (Tier 1)
2. Teachers (PLCs) in grades 3rd to 6th will plan instruction at grade level standards aligning questions and tasks in daily instruction, Exit Tickets, and CFA/CSAs ensuring the alignment to the CLAIMS/TARGETS (Items Specs for SBAC).
3. Teachers (through PLCs) will work through assessment cycles with CFA/CSAs, FSA (Kinder), BAS (K-2), 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)
4. 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. During this block, teachers and students will be provided online resources such as, i-Ready, Scholastic, Boost, Sora, and Wonders Online etc. to reinforce and support individualized learning. (Tier 2 & 3)
5. For grades 3-6, continue with emphasis on reading comprehension and vocabulary development utilizing the ELA and/or Science/Social Studies content standards and resources for the 45 minute Blended Learning Block. During this block, teachers and students will be provided online resources such as, i-Ready, Accelerated Reader, Sora, and Wonders Online etc. to reinforce and support individualized learning. (Tier 2 & 3)
6. Exit tickets, FSA, BAS, i-Ready Diagnostics, and CFA results will be used to assess, monitor student progress, adjust instruction, and identify students for Tier 2 and 3 intervention and/or acceleration.
7. BAS, DIBELS, and i-Ready Diagnostic assessment results will lead to the identification of Tier 2 and 3 intervention students supported by 2 Certificated Tutors and 2 Teaching Fellows.
8. Build the capacity of teachers in both English and Hmong strands through the Coaching Cycle (Planning, Co-Teach, Teach, Reflect, Repeat) with the District Funded Academic Coach.

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)
- Exit Tickets
- Common Formative Assessments (CFAs)
- Interim Block Assessments (IABs) & Focused Interim Block Assessments (3rd -6th)
- BAS (given three times a year) (Gr. 1-2) Kindergarten BAS (Given mid-year and end-of-the-year; however, B.O.Y encouraged for students who are ready for reading.)
- DIBELS (given three times a year) (Gr. K-2)
- FSA (given three times a year) (Kinder)
- i-Ready Diagnostics
- Tier 3 students will be monitored with BAS and DIBELS every 4 to 6 weeks (CTs)
- DATAChats
- RTI Data Spreadsheets
- Multiple Assessment Data Sheet
- MTSS (TST & SST Teams) referrals and logs.

All data will be analyzed and used by teachers and grade level (PLC's) to inform the instructional path and planning for next steps to re-engage or enrich the learning needs of all students. Certificated Tutors and Teaching Fellows will monitor Tier 3 students on a weekly basis to assess student progress. Progress of students in RTI will be monitored every 4-6 weeks. RTI progress monitoring meetings will be held at the end of each 6-week cycle, and include the RTI team and administration.

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 and 3 reading support daily for K-6 through the Blended Learning Block model.
- **6 Teaching Fellows** to support the Certificated Tutors and 1st and/or 2nd grade's Blended Learning Block
- Funds for on-site professional development, conferences, and travel expenses for staff professional learning to build and support staff capacity in addressing the needs of all students
- Admin Team will oversee 2 Certificated Tutors and 2 Teaching Fellows in implementing Tier 2 and 3 intervention for targeted students
- Supplemental Contracts for Teachers will be provided such as planning, tutoring, PLC, etc.
- Substitutes to support Professional Learning and the planning needs of PLCs, Teachers, ILT, Data Chats, RTI Progress Monitoring meetings, attendance of conferences and professional development, assessment and data analysis such as FSA, BAS, DIBELS, and Hmong DLI testing.
- Materials and Supplies needed:
 - Direct Services-for Food Services for professional learning of teachers and parent engagement
 - Purchase Orders provided to Vendors, such as Vallarta, etc. to support student/parent engagement/activities, staff professional learning, and building a positive school culture for all stakeholders.
 - Licenses for online Instructional Programs, such as Accelerated Reader, Scholastic Ooka Island, and other computer-based technology programs to support instruction (including RTI); Books and other reference materials as needed
 - Additional Copy Machine and 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: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Owner(s):

- Principal
- Vice Principals
- TSAs
- Instructional Leadership Team
- Teachers including SPED and DLI
- Certificated Tutor(s)
- Academic Coach

Timeline:

- Assessment data will be monitored as assessments are administered and scored daily, weekly, monthly, quarterly, and yearly.
- Tier 2 and Tier 3 intervention will be ongoing throughout the school year.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the Orange level in area of English Language Arts as indicated on the CA Dashboard. However, compared to the schoolwide data, only 10% of the current English learners with data from the 2023 CAASPP are meeting/exceeding, where as schoolwide proficiency is at 36%.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds, we plan to support English learner students by providing a Certificated Tutor and 6 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during the Blended Learning Block.

Additionally, with Title 1 funds, we plan to purchase necessary instructional technology, such as tablets/laptops, document cameras, etc., to support English learner students' academic and social-emotional success.

Title 1 funds will provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.

Title 1 funds will also provide for babysitting to support parent engagement.

Additionally, with Title 1 funds, we plan to support English learner students by increasing parent engagement, having HSLs connect with parents/families, and conducting home visitations.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 and/or 7091 funds we plan to support English learner students by providing Teachers and Classified Staff supplemental contracts for tutoring, professional learning, PLC planning and data analysis, ELPAC assessment, student and parent engagement events and activities.

The 7090 and/or 7091 funds will support with the TK-K Reading Foundational Skills Tutoring after school including English learners.

Additional funds are providing for 2 Certificated Tutors and 6 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during the Blended Learning Block.

7090 and/or 7091 funds will provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.

Additionally, with 7090 and/or 7091 funds, we plan to purchase necessary instructional online licenses and technology, such as tablets/laptops, document cameras, etc., to support English learner students' academic and social-emotional success.

To build the capacity of staff, funds will be provide for conference and travel fees to support the needs of English learners.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- We strategically ensure our English Language Learners are included to receive comprehensive reading support through a 45 minute Blended Learning Block with CT 4 days a week.
- Teachers provide additional reading support for students including English Language Learnings through the 45 minute Blended Learning Block.
- ELD Afterschool Tutoring Program Support provided by English Learners Services including our LTELs.

Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The Students with Disabilities (SWD) student population is performing at the lowest level in the area of English Language Arts according to the CA Dashboard. In addition, compared to the schoolwide data, 0% of SWD with data from the 2023 CAASPP are meeting/exceeding, where as schoolwide proficiency is at 36%.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support SWD student population by providing a Certificated Tutor and 6 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during the Blended Learning Block.

Additionally, with Title 1 funds, we plan to purchase necessary instructional technology, such as tablets/laptops, document cameras, etc., to support SWD students' academic and social-emotional success.

Title 1 funds will provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.

Title 1 funds will also provide for babysitting to support parent engagement.

Additionally, with Title 1 funds, we plan to support SWD students by increasing parent engagement, having HSLs connect with parents/families, and conducting home visitations.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 and/or 7091 funds we plan to support SWD students by providing Teachers and Classified Staff supplemental contracts for tutoring, professional learning, PLC planning and data analysis, ELPAC assessment, student and parent engagement events and activities.

The 7090 and/or 7091 funds will support with the TK-K Reading Foundational Skills Tutoring after school including SWD.

Additional funds are providing for 2 Certificated Tutors and 6 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during the Blended Learning Block.

7090 and/or 7091 funds will provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.

Additionally, with 7090 and/or 7091 funds, we plan to purchase necessary instructional online licenses and technology, such as tablets/laptops, document cameras, etc., to support SWD students' academic and social-emotional success.

To build the capacity of staff, funds will be provide for conference and travel fees to support the needs of SWD students.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

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

- TST and/or SST will be implemented and the team will meet to establish interventions and monitor students who are low-performing or not showing adequate growth.
- Tier 3 Intervention 4 times a week for 45 minutes a day, specifically ensuring that SWD students are provided intervention services.
- Daily use of scaffolds during instruction aligned with standards.

- Migrant Afterschool Tutoring Program Support provided by Migrant Education including our ELLs & LTELS
- Designated (minimum of 20-30 minutes daily) ELD instruction aligned with ELD standards
- Daily use of scaffolds during instruction aligned with ELD standards
- Conferencing with students on EL assessments and goal setting based on reclassification criteria
- Visual Supports (Charts to support Instruction of Content) Leading with Learning Strategies will continue to be implemented
- 1 District provided Home School Liaisons (8 Hours) Spanish and 1 (6 Hours) Site-Funded Hmong to support and communicate with parents regarding student academic progress, reclassification, and/or attendance concerns
- Tier 2 and 3 Interventions 4 times a week for 45 minutes a day
- Supplemental materials/supplies along with technology will be used to support ELLs during instruction.
- ELPAC assessors will be used to support student success on the ELPAC assessment
- Conferencing with low-performing student populations and goal setting based on assessment data.
- Visual Supports (Charts to support Instruction of Content) Leading with Learning Strategies will continue to be implemented
- 1 District provided Home School Liaisons (8 Hours) Spanish and 1 (6 Hours) Site-Funded Hmong to support and communicate with parents regarding student academic progress, reclassification, and/or attendance concerns
- Supplemental materials/supplies along with technology will be used to support SWD students during instruction.
- Provide additional tutoring after-school (supplemental contracts will be provided for staff).
- 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
- Special Education Staff will provide and explain IEP goals to GE teacher at the beginning of the 24/25 school year and at IEP meetings thereafter
- SPED staff will continue to rotate and attend weekly PLCs to support and ensure the alignment of core instruction for our SWD population.

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 math rigor: conceptual understanding, procedural skills/fluency, and application. Instruction will include opportunities for the application of concepts using real-world problems including digital application using technology for all students. Targeted small group instruction following the administration of grade level Exit Tickets, CFA/CSA, IAB, and FIAB through data analysis using resources such as GoMath Personal Math Trainer, Reflex, etc. Math supports will also include the practice of grade-level math skills presented through the instruction of Common Core State Standards including preview/review, 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 (through PLCs) will work through assessment cycles with Exit Tickets, FSA (Kinder), 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 ensuring that all the elements and tenets of the Math Instructional Practice Guide (IPG) are evident during instruction.
2. Teachers (PLCs) in grades 3rd to 6th will plan instruction at grade level standards aligning questions and tasks in daily instruction, Exit Tickets, and CFA/CSAs ensuring the alignment to the CLAIMS/TARGETS (Items Specs for SBAC).
3. Exit tickets, FSA, CFA/CSAs, Interim Block Assessments (IABs), Focused Interim Block Assessments (F-IABs), and i-Ready Diagnostics results will be used to assess, monitor student progress, adjust instruction, and identify students for small group intervention and/or acceleration.
4. Teachers will continue to implement and refine Grade-level Math Commitments from ongoing professional development in the areas of math, professional learning communities, and any other areas that enhance math development through various organizations and conferences including Standards Institute-Math Pathway, Corwin, or any other available math professional development. (Tier 1)
5. Teachers will implement a consistent method for teaching math fluency such as Reflex, fluency drills, spiral reviews, etc., and assessing fluency in mathematics through assessment cycles. PLCs will analyze and address student fluency progress.
6. Vang Pao will utilize the district designated TSA for math support in grades 3-6, with emphasis on grade-level core math skills and standards. (Tier 2)
7. CFA/CSA, IAB, F-IAB, and i-Ready Diagnostic assessment results will lead to the identification of students who need additional support by the district designated TSA.
8. Online resources and licenses such as Reflex will be provided to support math and math Blended Learning for students to practice and extend their learning of grade-level skills and standards.
9. Build the capacity of teachers in both English and Hmong strands through the Coaching Cycle (Planning, Co-Teach, Teach, Reflect, Repeat) with the District Funded Academic Coach

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 (PLC)
- Exit tickets
- CFA/CSA for Math
- FSA
- i-Ready Math Diagnostics
- Interim Block Assessments (IAB) and Focused IAB
- Math fluency assessments

Owner(s):

- Principal
- Vice Principals
- Designated TSA
- Instructional Leadership Team
- Teachers including SPED
- Academic Coach

Timeline:

- Assessment data will be monitored as assessments are administered and scored daily, weekly, monthly, quarterly, and yearly
- Tier 2 and Tier 3 intervention will be ongoing 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 and the Math IPG.
- All students will receive daily math instruction (90 minutes daily) that is on or above grade level
- Designated TSA will implement math support for targeted students
- 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 on-site professional development, 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, and attendance of conferences and professional development.
- 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 & Reflex) and other computer-based technology programs to support students for Math
- Materials and Supplies needed:
 - Books and other reference materials as needed
 - Online resources and licenses such as Reflex, Nearpod etc.
 - Direct Services - Food Services for professional learning of teachers and parent engagement
 - Purchase Orders provided to Vendors such as Vallarta, 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 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 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: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The English Language Learners and Students with Disabilities (SWD) student populations are performing at the Orange level in areas of Mathematics as indicated on the CA Dashboard. However, compared to the schoolwide

English Learner student population is performing at the Orange level in areas of Mathematics as indicated on the CA Dashboard. However, compared to the schoolwide data, only 19% of the current English learners with data from the 2023 CAASPP are meeting/exceeding, where as schoolwide proficiency is at 39%.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by purchasing necessary instructional technology, such as tablets/laptops, document cameras, etc., to support English learner students' academic and social-emotional success.

Title 1 funds will provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.

Title 1 funds will also provide for babysitting to support parent engagement.

Additionally, with Title 1 funds, we plan to support English learner students by increasing parent engagement, having HSLs connect with parents/families, and conducting home visitations.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 and/or 7091 funds we plan to support English learner students by providing Teachers and Classified Staff supplemental contracts for tutoring, professional learning, PLC planning and data analysis, ELPAC assessment, student and parent engagement events and activities.

7090 and/or 7091 funds will provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.

Additionally, with 7090 and/or 7091 funds, we plan to purchase necessary instructional online licenses and technology, such as tablets/laptops, document cameras, etc., to support English learner students' academic and social-emotional success.

To build the capacity of staff, funds will be provide for conference and travel fees to support the needs of English learners.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Designated (minimum of 20-30 minutes daily) ELD instruction aligned with ELD standards
- Daily Use of scaffolds during instruction aligned with ELD standards
- Visual Supports (Charts to support Instruction of Content)
- Use of manipulatives and tools to support student learning
- Multiple opportunities to have peer-to-peer interaction during the instructional day
- 1 District provided Home School Liaisons (8 Hours) Spanish and 1 (6 Hours) Site-Funded Hmong to support and communicate with parents regarding student academic progress, reclassification, and/or attendance concerns
- Conferencing with students on EL assessments and goal setting based on reclassification criteria
- Leading with Learning 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

data, only 11% of the current English learners with data from the 2023 CAASPP are meeting/exceeding, where as schoolwide proficiency is at 39%.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support SWD students by purchasing necessary instructional technology, such as tablets/laptops, document cameras, etc., to support SWD students' academic and social-emotional success.

Title 1 funds will provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.

Title 1 funds will also provide for babysitting to support parent engagement.

Additionally, with Title 1 funds, we plan to support English learner students by increasing parent engagement, having HSLs connect with parents/families, and conducting home visitations.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 and/or 7091 funds we plan to support SWD students by providing Teachers and Classified Staff supplemental contracts for tutoring, professional learning, PLC planning and data analysis, ELPAC assessment, student and parent engagement events and activities.

7090 and/or 7091 funds will provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.

Additionally, with 7090 and/or 7091 funds, we plan to purchase necessary instructional online licenses and technology, such as tablets/laptops, document cameras, etc., to support SWD students' academic and social-emotional success.

To build the capacity of staff, funds will be provide for conference and travel fees to support the needs of SWD students.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

Identified low-performing groups including SWD student populations.

- TST and/or SST will be implemented and the team will 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.
- Designated Math TSA will continue to specifically ensure that SWD students are provided additional math core instruction.
- Provide additional tutoring after-school (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 24/25 school year and at IEP meetings thereafter
- SPED staff will continue to rotate and attend weekly PLCs to support and ensure the alignment of core instruction for our SWD population.

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 Reclassification. Vang Pao will continue to implement instructional strategies from Leading with Learning work. Vang Pao's goal for English Learners is to move them at least one proficiency level every year.

1. Teachers will identify their ELL students, identify their proficiency levels and goal set to provide specific targeted actions on how to address their language development needs in the 4 domains (Reading, Writing, Speaking, Listening).
2. Teachers will provide structured supports for EL students that are integrated throughout the instructional day using resources that address the ELD standards in tandem with CCSS standards, such as Wonders and Go Math.
3. Teachers will strategically select researched-based strategies such as Leading with Learning to enhance and support the English language development of EL students.
4. Teachers will provide targeted instruction to meet the students' English language needs during the ELD designated instructional block. Teachers will utilize resources that address the ELD standards in tandem with CCSS standards, such as adopted materials including Wonders and Go Math.
5. The ELD designated block will be a minimum of 20-30 minutes a day.
6. Admin and teachers will revisit EL student data during every PLC, district, and state assessments and/or after each grading period to ensure that students are progressing in the core academic areas.
7. All teachers will ensure that ELD instruction is addressed during PLC meetings to target the language needs of EL students with specific and purposeful planned lessons guided by the ELD standards in tandem with CCSS standards.
8. Build the capacity of teachers to support instruction for ELs in both English and Hmong strands through the Coaching Cycle (Planning, Co-Teach, Teach, Reflect, Repeat) with the District Funded Instructional Coach

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

- Exit Tickets for ELA and Math
- ELPAC Data
- i-Ready Diagnostics
- PLC assessments in both ELA and Math such as CFA/CSA
- IAB and FIAB
- CAASPP
- FSA (Kinder)
- BAS (K-2)
- DIBELS (K-2)
- EL Goal Setting - ATLAS
- ELlevation (EL-Progress Monitoring)

All data will be analyzed and used by teachers and grade-level teams (PLCs) to inform the instructional path and planning for the 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
- Designated TSA
- Academic Coach
- Instructional Leadership Team
- Teachers including SPED
- HSLs
- Certificated Tutors

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 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 20-30 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 using resources to address the ELD standards in tandem

with CCSS standards, such as, Wonders and GoMath.

- All students will receive 45 minutes of a structured daily Blended Learning Block for grades K-2 and 3 days a week for grade 3-6.
- 6 Teaching Fellows to support the Certificated Tutors and 1st and 2nd grade's Blended Learning Block
- Admin Team will oversee 2 Certificated Tutors and 2 Teaching Fellows in implementing Tier 3 intervention for targeted students
- Designated TSA will implement math support for targeted students which includes English Learners.
- Supplemental Contracts for Teachers will be provided. (i.e. planning, tutoring)
- Funds for on-site professional development, conferences and travel expenses for staff professional learning in building and supporting staff capacity in addressing the needs of ELs and students in the Hmong Dual Language Immersion (DLI) Program.
- Substitutes to support Professional Learning and Planning needs of PLCs, Teachers, ILT, Data Chats, RTI Progress Monitoring meetings and attendance of conferences and professional development, assessment and data analysis for BAS, FSA, DIBELS, and Hmong DLI testing.
- Materials and Supplies needed:
 - Direct Services - for Food Services for professional learning of teachers and parent engagement
 - Purchase Orders provided to Vendors, such as Vallarta, etc. to support student/parent engagement/activities and staff professional learning
 - Licenses for online Instructional Programs, and other computer-based technology programs to support instruction (including RTI);
 - Books and other reference materials as needed
 - Additional Copy Machine and 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 reclassified, such as the 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: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the Orange level in areas of Language Arts as indicated on the CA Dashboard. However, compared to the schoolwide data, only 10% of the current English learners with data from the 2023 CAASPP are meeting/exceeding, where as schoolwide proficiency is at 36%.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds, we plan to support English learner students by providing a Certificated Tutor and 6 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during the Blended Learning Block.

Additionally, with Title 1 funds, we plan to purchase necessary instructional technology, such as tablets/laptops, document cameras, etc., to support English learner students' academic and social-emotional success.

Title 1 funds will provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.

Title 1 funds will also provide for babysitting to support parent engagement.

Additionally, with Title 1 funds, we plan to support English learner students by increasing parent engagement, having HSLs connect with parents/families, and conducting home visitations.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the Orange level in areas of Language Arts as indicated on the CA Dashboard. However, compared to the schoolwide data, only 10% of the current English learners with data from the 2023 CAASPP are meeting/exceeding, where as schoolwide proficiency is at 36%.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds, we plan to support English learner students by providing a Certificated Tutor and 6 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during the Blended Learning Block.

Additionally, with Title 1 funds, we plan to purchase necessary instructional technology, such as tablets/laptops, document cameras, etc., to support English learner students' academic and social-emotional success.

Title 1 funds will provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.

Title 1 funds will also provide for babysitting to support parent engagement.

Additionally, with Title 1 funds, we plan to support English learner students by increasing parent engagement, having HSLs connect with parents/families, and conducting home visitations.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 and/or 7091 funds we plan to support English learner students by providing Teachers and Classified

With 7090 and/or 7091 funds we plan to support English learner students by providing Teachers and Classified Staff supplemental contracts for tutoring, professional learning, PLC planning and data analysis, ELPAC assessment, student and parent engagement events and activities.

The 7090 and/or 7091 funds will support with the TK-K Reading Foundational Skills Tutoring after school including English learners.

Additional funds are providing for 2 Certificated Tutors and 6 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during the Blended Learning Block.

7090 and/or 7091 funds will provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.

Additionally, with 7090 and/or 7091 funds, we plan to purchase necessary instructional online licenses and technology, such as tablets/laptops, document cameras, etc., to support English learner students' academic and social-emotional success.

To build the capacity of staff, funds will be provide for conference and travel fees to support the needs of English learners.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- We strategically ensure our English Language Learners are included to receive comprehensive reading support through a 45 minute Blended Learning Block with CT 4 days a week.
- Teachers provide additional reading support for students including English Language Learners through the 45 minute Blended Learning Block.
- ELD Afterschool Tutoring Program Support provided by English Learners Services including our LTELs.
- Migrant Afterschool Tutoring Program Support provided by Migrant Education including our ELLs & LTELs
- Designated (minimum of 20-30 minutes daily) ELD instruction aligned with ELD standards
- Daily use of scaffolds during instruction aligned with ELD standards
- Conferencing with students on EL assessments and goal setting based on reclassification criteria
- Visual Supports (Charts to support Instruction of Content) Leading with Learning Strategies will continue to be implemented
- 1 District provided Home School Liaisons (8 Hours) Spanish and 1 (6 Hours) Site-Funded Hmong to support and communicate with parents regarding student academic progress, reclassification, and/or attendance concerns
- Tier 2 and 3 Interventions 4 times a week for 45 minutes a day
- Supplemental materials/supplies along with technology will be used to support ELLs during instruction.
- ELPAC assessors will be used to support student success on the ELPAC assessment
- Supplemental Contracts for Teachers willing to tutor will be available to support ELs language development based on their proficiency levels and to provide additional tutoring for LTELs and ELs at risk of becoming LTELs.

Staff supplemental contracts for tutoring, professional learning, PLC planning and data analysis, ELPAC assessment, student and parent engagement events and activities.

The 7090 and/or 7091 funds will support with the TK-K Reading Foundational Skills Tutoring after school including English learners.

Additional funds are providing for 2 Certificated Tutors and 6 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during the Blended Learning Block.

7090 and/or 7091 funds will provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.

Additionally, with 7090 and/or 7091 funds, we plan to purchase necessary instructional online licenses and technology, such as tablets/laptops, document cameras, etc., to support English learner students' academic and social-emotional success.

To build the capacity of staff, funds will be provide for conference and travel fees to support the needs of English learners.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

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

- TST and/or SST will be implemented and the team will 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
- 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 24/25 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.

2024-2025 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	Bks & Ref			: Instructional support software licenses will be provided such as Scholastic Ooka Island, Accelerated Reader, Reflex etc. to support Goals 1-3, Actions 1-3	19,436.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Purchase of tablets/laptops and other necessary technology, such as printers, projectors, project 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.	1,909.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundations: Contract to support Goal 1 Actions 1 and 3. CA Teacher Fellows supports with Tier 2 and 3 reading foundational skills. Split funded with 7091.	77,229.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375		54,334.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375		48,582.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher substitutes for Data Chats, PL, PLC planning, data analysis, assessment support, teacher coaching cycle/peer-classroom observations, conference attendance, SST/IEP, support for staff/student/parent engagement. For Goals 1-5, Actions 1-3.	23,888.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for tutoring, PL, PLC planning/data analysis, ELPAC assessment, staff/student/parent engagement. Support Goals 1-5, Actions 1-3.	36,780.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Supplemental contracts for classified staff to support tutoring.	4,104.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Instructional support software licenses will be provided such as Scholastic Ooka Island, Accelerated Reader, Reflex etc. to support Goals 1-3, Actions 1-3.	5,559.00
G1A1	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 engagement. 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 and engagement opportunities to support students' academic along with social emotional needs as well as staff, families,	73,516.00

2024-2025 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	Mat & Supp			and community engagement and culture as addressed in Goals 1-5, Actions 1-3.	73,516.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: place holder for additional amount needed for CBA agreement, employee Longevity adjustment.	5,365.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Purchase of tablets/laptops and other necessary technology, such as printers, projectors, project 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.	5,000.00
G1A1	Sup & Conc	Instruction	Travel			Conference and travel fees will be provided to build the capacity of staff to support Goals 1-5, Actions 1-3.	20,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Direct maintenance for technological needs, such as radios etc. and school needs.	5,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics Dept. will be utilized for various certificates and incentives, staff and parent resources to support Goals 1-5, Actions 1-3.	2,000.00
G1A1	Sup & Conc	Instructional Supervision & Admi	Crt Supr-Sub			Admin Substitutes for conferences to build the capacity of admin to support Goals 1-5, Actions 1-3.	5,974.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundations: Contract to support Goal 1 Actions 1 and 3. CA Teacher Fellows supports with Tier 2 and 3 reading foundational skills. Split funded with 3010.	15,555.00
G1A2	Sup & Conc	Instruction	Copier Maint			Copier lease for staff to use upstairs for instruction and SEL support to address Goals 1-5, Actions 1-3.	9,500.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Teacher substitutes for Data Chats, PL, PLC planning, data analysis, assessment support, teacher coaching cycle/peer-classroom observations, conference attendance, SST/IEP, support for staff/student/parent engagement. For Goals 1-5, Actions 1-3.	8,584.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Supplemental contracts for tutoring, PL, PLC planning/data analysis, ELPAC assessment, staff/student/parent engagement. Support Goals 1-5, Actions 1-3.	9,195.00
G1A3	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 engagement. Materials	8,502.00

2024-2025 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
G1A3		Instruction	Mat & Supp			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 and engagement opportunities to support students' academic along with social emotional needs as well as staff, families, and community engagement and culture as addressed in Goals 1-5, Actions 1-3.	8,502.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			: Purchase of tablets/laptops and other necessary technology, such as printers, projectors, projects bulbs, document cameras, etc. to support instruction of students' academic and social-emotional learning and staff, and parent and community engagement to support Goal 1, Actions 1-3.	2,554.00
G1A3	LCFF: EL	Instruction	Travel			Conference and travel fees will be provided to build the capacity of staff to support Goals 1-5, Actions 1-3.	8,061.00
G1A5	Title 1 Basic	Parent Participation	Mat & Supp			Parent materials and supplies to support parents engagement in school events and activities, such as SSC, parent classes, etc. to support Actions 1-3. ** NO FOOD OR INCENTIVES**	2,360.00

\$452,987.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	90 %	86.8 %	2023-2024	93.8 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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

- Many of our students were engaged in student centered field trips and activities both on and off campus such as Brickz-4-Kidz, Police Station visit, Court House visit, Kobie Da Wiz Assemblies, College Campus tour, etc.
- We provided our students with real-world opportunities such as, inviting guest speakers, connecting with feeder schools and colleges, assemblies to promote real-life experiences, and winter program. We will provide our 3rd-6th grade students with a career day featuring professions from different fields, which will include some of our parents to promote the vast career opportunities available for our students.

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 the amount of meetings our certificated staff has, we were not able to get as many guest speakers on campus. However, we are charging our Extended Learning Coordinator with supporting and reaching out to guest speakers for 24/25 school year for events and assemblies.

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 (Intended actions for the current school year vs. Actual actions that occurred).

We were able to ensure all students by grade level and all student groups were engaged in student centered and real-world learning experiences. Guest speakers and outside agencies were able to engage with students and provide them valuable real-world experiences. Students were provided field trips in person to have real life experiences.

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 2024/25 SPSA.

We will continue to provide and ensure that all students participate next year in student centered and real-world experiences on our campus. We will be engaging in partnerships with community agencies and district departments. to seek out guest speakers and opportunities to engage our students with real-world experiences. We will have teachers in 3rd through 6th plan and reach out to different career professionals to come provide

information and hands-on experiences for their students.

Additionally, selected ILT, PRIDE, Classified, FTA rep, and Admin will have meetings to ensure that we live and monitor the SPSA goals and actions.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

This goal and the actions were presented to SSC in February and March SSC meetings. There were no feedback or suggestions provided.

2 ELAC:

This goal and the actions were presented to ELAC in February ELAC meeting. There were no feedback or suggestions provided.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Staff feedback and input were sought out through grade-level PLC teams and individually. Majority of staff wanted to keep all the engagement activities for the 24/25 school year to continue to build student centered experiences.

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 Diversity, Equity, and Inclusion (DEI) Framework.
2. Vang Pao will provide real-world learning opportunities for all students, such as guest speakers, connecting with feeder schools, school garden, district innovation competitions, assemblies to promote real-life connections, career day (Grades 3-6), Winter Program (TK-2), Hmong DLI Showcase, etc.
3. Vang Pao students will be provided a field trip in addition to the one provided by Goal 2.

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

- School Master Calendar with field trips and events scheduled
- Panorama Ed Survey Result

Owner(s):

- Principal
- Vice Principals
- Instructional Leadership Team
- Teachers including SPED
- PLC teams
- Designated TSA
- Academic Coach
- PRIDE Team
- HSLs
- Extended Learning Coordinator
- Tier 2 Intervention Specialist

Timeline:

- Monthly
- Quarterly
- Survey data-twice 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, field trips, 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: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

The English Learner student population is not performing in the Red areas according to CA Dashboard.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds, we plan to support English learner students by providing a Certificated Tutor and 6 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during the Blended Learning Block.

Additionally, with Title 1 funds, we plan to purchase necessary instructional technology, such as tablets/laptops, document cameras, etc., to support English learner students' academic and social-emotional success.

Title 1 funds will provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.

Title 1 funds will also provide for babysitting to support parent engagement.

Additionally, with Title 1 funds, we plan to support English learner students by increasing parent engagement, having HSLs connect with parents/families, and conducting home visitations.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 and/or 7091 funds we plan to support English learner students by providing Teachers and Classified Staff supplemental contracts for tutoring, professional learning, PLC planning and data analysis, ELPAC assessment, student and parent engagement events and activities.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

Our AA student population is in the Red for Chronic Absenteeism according to the CA Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds, we plan to support students including AA, SWD, and ELL student populations by providing a Certificated Tutor and 6 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during the Blended Learning Block.

Additionally, with Title 1 funds, we plan to purchase necessary instructional technology, such as tablets/laptops, document cameras, etc., to support students including AA, SWD, and English learners academic and social-emotional success.

Title 1 funds will provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.

Title 1 funds will also provide for babysitting to support parent engagement.

Additionally, with Title 1 funds, we plan to support AA, SWD, and English learner students by increasing parent engagement, having HSLs connect with parents/families, and conducting home visitations.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 and/or 7091 funds we plan to support all students including AA, SWD, and English learners by providing Teachers and Classified Staff supplemental contracts for tutoring, professional learning, PLC planning and data analysis, ELPAC assessment, student and parent engagement events and activities.

The 7090 and/or 7091 funds will support with the TK-K Reading Foundational Skills Tutoring after school including English learners.

Additional funds are providing for 2 Certificated Tutors and 6 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during the Blended Learning Block.

7090 and/or 7091 funds will provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.

Additionally, with 7090 and/or 7091 funds, we plan to purchase necessary instructional online licenses and technology, such as tablets/laptops, document cameras, etc., to support English learner students' academic and social-emotional success.

To build the capacity of staff, funds will be provide for conference and travel fees to support the needs of English learners.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- All students including ELL students will be provided with access to student centered and real-world learning experiences.
- 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.
- 1 District provided Home School Liaisons (8 Hours) Spanish and 1 (6 Hours) Site-Funded Hmong to support and communicate with parents regarding student academic progress, reclassification, and/or attendance concerns
- Supplemental materials/supplies along with technology will be used to support ELLs during instruction.

The 7090 and/or 7091 funds will support with the TK-K Reading Foundational Skills Tutoring after school including English learners, AA, and SWD.

Additional funds are providing for 2 Certificated Tutors and 6 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during the Blended Learning Block.

7090 and/or 7091 funds will provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.

Additionally, with 7090 and/or 7091 funds, we plan to purchase necessary instructional online licenses and technology, such as tablets/laptops, document cameras, etc., to support English learners, AA, and SWD academic and social-emotional success.

To build the capacity of staff, funds will be provide for conference and travel fees to support the needs of English learners.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Student academic and discipline data will be used to monitor student participation in student-centered and real-world learning experiences.
- School staff such as Tier 2 Intervention Specialist and School Psychologist will reach out and make connections with any student not involved in student-centered and real-world learning experiences.
- TST and/or SST will be implemented and the team will meet to establish interventions and monitor students who are low-performing or not showing adequate growth (teacher substitutes will be provided).

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		24.3 %	2023-2024	23.7 %
Chronic Absenteeism - Semester 1 (African American)	✓		33.3 %	2023-2024	32.7 %
Suspension Rate - Semester 1	✓	1 %	2.5 %	2023-2024	2.17 %
Suspension Rate - Semester 1 (African American)	✓		3.1 %	2023-2024	2.77 %
Suspension Rate - Semester 1 (Students w/ Disabilities)	✓		11.9 %	2023-2024	11.57 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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
 The percentage of students with chronic absenteeism has remained significant, specifically with AA and SWD student populations. HSLs made phone calls and home visits; however, at times there was no contact made with parents or guardians. Office Assistant has reached out to regional CWAS for additional support for our students with Chronic Absenteeism. Office Assistant conducted A2A meetings; however, at times, there were no parents that showed up for the meetings. Therefore, the meetings were canceled.

Our Tier 2 Intervention Specialist and School Psychologist helped with monitoring student attendance and connected with students, specifically SWD, AA, and ELLS, in the manageable to chronic absenteeism range to provide supports and improve attendance.

Suspensions students with 1 or more
 Our suspension rates continue to remain above 2% and highest with the SWD student populations; however, even with alternative supports in place, we recognize that our same 4 students within the SWD student population continue to have increase suspensions.

Krazy Karen with Fun Works was provided for all students; however, the majority of students in grades 3-6 prefer not to engage with Fun Works. So, as a school site, we will discontinue Fun Works Services and seek other student engagement options.

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 HSLs:
 No inequities or other factors contributed to the disproportionality of low-performing groups as it relates to this goal. However, chronic absenteeism has remained significant because students have become accustomed to staying home despite staff trying to connect to foster positive relationships with students to support attendance.

Suspensions students with 1 or more
 There are outside factors which contributed to the increase of students with 1 or more suspensions. With SWD student population, we recognize that our same 4 students within the SWD student population continue to have increase 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 (Intended actions for the current school year vs. Actual actions that occurred).

There were not any major differences between the intended and actual implementation of actions and budget expenditures for this goal. We realize some resources that were provided for students did not make an impact on these student populations as some of our students with increased suspensions also have chronic absenteeism. There are Tier 3 students which we have exhausted site supports and have reached out to district and outside agencies for additional supports and services. For suspensions and chronic absenteeism for SWD and/or AA student populations, less than 10 out of our 850 students require more intensive tier 3 supports.

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 2024/25 SPSA.

We will continue to 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, organized sports, and engagement opportunities. Grade level (PLC) will also have more individualized student engagement opportunities.

With the support of the Extended Learning Coordinator, we will continue to make student connections, organize and coordinate attendance and behavioral incentives, organized sports, engagement and extra curricular activities during and after school.

With the support of a district-funded full-time School Psychologist and Tier 2 Intervention Specialist will be providing instruction to identified individual students and small groups of students including low-performing student groups, and specified SWD, AA, and ELL student populations who need support such as: self-management, getting along with others, and etc.

The TST and SST teams will meet and coordinate supports and services for all students including SWD, AA, and ELL student populations.

We will continue to fund a 6 hour Hmong HSL along with the district-funded 8 hour Spanish HSL. There will be specifically written job duties and expectations for both HSLs to ensure that there are connections with parents and guardians. There will be an expectation for HSLs to be outside and visible during arrival and dismissal. HSLs will be looking at data in attendance data daily and weekly and reach out to parents to provide support in ensuring that students come to school and do not miss more than 3 days unnoticed.

Additionally, selected ILT, PRIDE, Classified, FTA rep, and Admin will have meetings to ensure that we live and monitor the SPSA goals and actions.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

This goal and the actions were presented to SSC in February and March SSC meetings. The parents of school site council had no other suggestions.

2 ELAC:

This goal and the actions were presented to ELAC in the February ELAC meeting. The parents of ELAC had no other suggestions.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Staff feedback and input were sought out through grade-level PLC teams and individually. Majority of staff agreed and supported the need to support student SEL; however, suggestions were very broad and not specific. Staff also reinforced the importance of keeping both Hmong and Spanish Home School Liaisons to support with communications about student attendance, academics, and SEL.

Action 1

Title: ADA Attendance Student Support & Chronic Absenteeism

Action Details:

Vang Pao will provide Tier 1 incentives to promote the importance of coming to school everyday and on time. 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 provide Tier 1 incentives for students, classrooms and/or grade levels through the collaboration with teachers and staff. HSLs and Office Assistant will monitor attendance rates.
2. The Office Assistant will work in tandem with our HSLs to support parents and students with an absenteeism rate lower than 94% (Tier 2 & 3).
3. HSLs and Office Assistant will work together to determine which students need a home visit after 3 absences of N, PR, A.
4. Office Assistant and HSLs will continue to support students displaying Chronic Absenteeism, 10% or higher (Tier 2 & 3) through phone calls and home visits.
5. Office Assistant will conduct site A2A meetings (Tier 2 & 3)
6. Office Assistant, HSLs, Tier 2 Specialist, and School Psychologist will build and foster relationships daily with parents and connect with outside agencies to support the needs of families to help improve student attendance.
7. Vang Pao will conduct TST and SST meetings on a case-by-case basis to discuss attendance concerns and provide strategies to support students and families.
8. Vang Pao will work closely with the Department of Prevention & Intervention (DPI) Personnel and staff to educate parents and students on the importance of being present at school.
9. 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 (HSLs Tier 1 & 2), (Tier 2 Intervention Specialist and School Psychologist Tier 2 & 3)
- Power BI
- Home visits (HSLs Tier 1 & 2), (Tier 2 Intervention Specialist Tier 2 & 3)
- Attendance Chats (Tier 2 IS and School Psychologist)
- A2A Meetings (Attendance Clerk)
- Health Office Referrals
- School Climate & Culture Data (Parent & Student)
- ATLAS Entry Data (Counseling or Other)

Owner(s):

- Principal
- Vice Principals
- Designated TSA
- Teachers including SPED
- Office Staff
- Extended Learning Coordinator
- Tier 2 Intervention Specialist
- School Psychologist
- Home School Liaisons
- PRIDE Team

Timeline:

- Daily
- Weekly
- Monthly

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

- School-wide structures will be continued, refined and/or created to support getting every students to school.
- All students that have attendance concerns will work closely with HSLs and/or Tier 2 IS and School Psychologist to be connected throughout the school year.
- Supplemental contracts will be provided for staff to support with attendance.
- Outside vendors and agencies will be contracted to support with student engagement to promote the importance of attendance 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.

- o Purchase orders to vendors to support student/parent activities focused on attendance.
- o Funds to provide students incentives such as rallies and Assemblies.
- o Incentives will be purchased from outside vendors through purchase orders.
- o Supplemental contracts for teachers and staff (Saturday Academy, After-school tutoring, etc.).
- o Substitutes to provide coverage for teachers to attend professional learning/planning around student attendance and/or school-related activities on attendance.
- o Provide funds for costs for students to participate in incentives such as assemblies, events, etc.
- o Additional Copy Machine and maintenance to support/provide materials for attendance.
- o 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
 - HSL mileage

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

The English Learner student population is not performing in the Red areas according to CA Dashboard.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds, we plan to support English learner students by providing a Certificated Tutor and 6 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during the Blended Learning Block.

Additionally, with Title 1 funds, we plan to purchase necessary instructional technology, such as tablets/laptops, document cameras, etc., to support English learner students' academic and social-emotional success.

Title 1 funds will provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.

Title 1 funds will also provide for babysitting to support parent engagement.

Additionally, with Title 1 funds, we plan to support English learner students by increasing parent engagement, having HSLs connect with parents/families, and conducting home visitations.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 and/or 7091 funds we plan to support English learner students by providing Teachers and Classified Staff supplemental contracts for tutoring, professional learning, PLC planning and data analysis, ELPAC assessment, student and parent engagement events and activities.

The 7090 and/or 7091 funds will support with the TK-K Reading Foundational Skills Tutoring after school including English learners.

Additional funds are providing for 2 Certificated Tutors and 6 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during the Blended Learning Block.

7090 and/or 7091 funds will provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The percentage of students with chronic absenteeism has remained significant, specifically with AA and SWD student populations. Our AA student population is in the Red for Chronic Absenteeism according to the CA Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds, we plan to support students including AA student population by providing a Certificated Tutor and 6 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during the Blended Learning Block.

Additionally, with Title 1 funds, we plan to purchase necessary instructional technology, such as tablets/laptops, document cameras, etc., to support students including AA academic and social-emotional success.

Title 1 funds will provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.

Title 1 funds will also provide for babysitting to support parent engagement.

Additionally, with Title 1 funds, we plan to support AA students by increasing parent engagement, having HSLs connect with parents/families, and conducting home visitations.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 and/or 7091 funds we plan to support all students including AA by providing Teachers and Classified Staff supplemental contracts for tutoring, professional learning, PLC planning and data analysis, ELPAC assessment, student and parent engagement events and activities.

The 7090 and/or 7091 funds will support with the TK-K Reading Foundational Skills Tutoring after school including AA student population.

Additional funds are providing for 2 Certificated Tutors and 6 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during the Blended Learning Block.

7090 and/or 7091 funds will provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.

Additionally, with 7090 and/or 7091 funds, we plan to purchase necessary instructional online licenses and technology, such as tablets/laptops, document cameras, etc., to support English learner students' academic and social-emotional success.

To build the capacity of staff, funds will be provide for conference and travel fees to support the needs of English learners.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Attendance data will be disaggregated to monitor EL Students. (HSLs)
- HSLs will connect and support parents, students, and families of English Learners to monitor and increase attendance.

Additionally, with 7090 and/or 7091 funds, we plan to purchase necessary instructional online licenses and technology, such as tablets/laptops, document cameras, etc., to support AA students' academic and social-emotional success.

To build the capacity of staff, funds will be provide for conference and travel fees to support the needs of AA student population.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

ADA Attendance

Identified low-performing groups including SWD, ELs, and African-American student populations. The following services will be provided:

- TST and SST meetings will be conducted on a case-by-case basis to establish interventions and monitor students who are continuously tardy and/or absent
- Attendance data will be disaggregated to monitor all student populations.
- The HSLs and/or CWAS will partner with identified students including low-performing groups such as SWD, ELs, and African American student populations to hold data chats and develop goals/benchmarks to improve daily attendance
- HSLs and other staff will connect with students and parents to build relationships to support and increase attendance

Chronic Attendance

Identified low-performing groups including SWD, ELL, and African American student populations. In digging deeper, we recognize that African-American students continue to have chronic or severely chronic attendance. The following services will be provided:

- TST and SST meetings will be conducted on a case-by-case basis to establish interventions and monitor students who are continuously tardy and/or absent
- Attendance data will be desegregated to monitor all student populations.
- The HSLs, Tier 2 Intervention Specialist, School Psychologist, and/or CWAS will partner with identified students including low-performing groups such as SWD, ELL, and African American student populations to hold data chats and develop goals/benchmarks to improve daily attendance
- HSLs and other staff will connect with students and parents to build relationships to support and increase attendance

Action 2

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. All students will participate in a 15-minute daily opening Positive Social Interaction time (Cub Time) to build and foster relationships between all students and teachers/staff. Through collaboration with staff and students the

continuation of Cub Time will be determined.

3. Fully implement all Safe and Civil components such as Class Meetings/Circles, Second Step, Guidelines for Success, Growth Mindset, and CHAMPS for all students.
4. Continue to fully implement Character Counts! focus school-wide.
5. All staff will abide by the Levels of Misbehaviors as laid out by the Vang Pao PRIDE team.
6. Tier 2 IS, Extended Learning Coordinator, and outside agencies, etc., will support all student populations who fall in Tier 2 and 3. Students will receive supports in SEL through the following strategies but not limited to: build connections, teach individual students, work with small groups, and engage them in SEL strategies, school clubs, and activities.
7. Sustain TST and SST Teams 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 and Tier 3 behaviors that have not improved will be referred to TST and/or SST Teams.
3. 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.
4. Tier 2 IS and School Psychologist will connect and build relationships for identified students needing more individualized support for behavioral needs.
5. HSLs will connect with parents and families to increase communication between families and school staff to address any questions or concerns.

Vang Pao will initiate a mentorship program where staff and specific students, selected through data and staff input, will be able to build connections and establish positive relationships. Additionally, a possible peer mentorship program where intermediate students will connect with specific students, selected through data and staff input, establish positive relationships will be initiated.

Reasoning for using this action:	<input type="checkbox"/> Strong Evidence	<input checked="" 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

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

Owner(s):

- Principal
- Vice-Principals
- SST Team
- TST Team
- Teachers including SPED
- HSLs
- Tier 2 Intervention Specialist (Tier 2 IS)
- School Psychologist
- Designated TSA
- ILT
- PRIDE Team
- Afterschool Program Lead

Timeline:

- Teachers weekly monitoring classroom referral/behavior system
- Tier 2 IS and/or Vice-Principals monitoring office referral/suspension data weekly.
- 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/Circles and Second Step lessons on a weekly basis to ensure that students are connected to school socially and emotionally.
- All students will participate in a 15-minute daily opening Positive Social Interaction time (Cub Time) to build and foster relationships between all students and teachers/staff. Through collaboration with staff and students the continuation of Cub Time will be determined.
- School-wide structures will be continued, refined, and/or created to support positive student behaviors.
- Tier 2 IS and/or TST team will work with referred students to provide mentoring sessions and teach SEL strategies.
- Invite guest speakers or hold assemblies that focus on the importance of demonstrating good character and the growth mindset.

- **Materials Needed:**
 - Class Meeting/Circles, 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 rallies, assemblies, etc.
 - Incentives will be purchased from outside vendors through purchase orders.
 - Supplemental Contracts for teachers and staff (Saturday Academy, After-school tutoring, Mentoring)
 - Funds for conferences and travel expenses for staff professional learning on Pillars of Character and SEL
 - Substitutes to provide coverage for teachers to attend professional learning/planning around student SEL needs
 - Additional Copy Machine and 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: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

The English Learner student population is not performing in the Red areas according to CA Dashboard.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds, we plan to support English learner students by providing a Certificated Tutor and 6 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during the Blended Learning Block.

Additionally, with Title 1 funds, we plan to purchase necessary instructional technology, such as tablets/laptops, document cameras, etc., to support English learner students' academic and social-emotional success.

Title 1 funds will provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.

Title 1 funds will also provide for babysitting to support parent engagement.

Additionally, with Title 1 funds, we plan to support English learner students by increasing parent engagement, having HSLs connect with parents/families, and conducting home visitations.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 and/or 7091 funds we plan to support English learner students by providing Teachers and Classified Staff supplemental contracts for tutoring, professional learning, PLC planning and data analysis, ELPAC assessment, student and parent engagement events and activities.

The 7090 and/or 7091 funds will support with the TK-K Reading Foundational Skills Tutoring after school including English learners.

Additional funds are providing for 2 Certificated Tutors and 6 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during the Blended Learning Block.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The SWD student population has the highest suspension rate for semester 1 for 23/24 school year according to PowerBI. However, it's the same 4 students within the SWD student population with increased suspensions.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds, we plan to support students including SWD student population by providing a Certificated Tutor and 6 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during the Blended Learning Block.

Additionally, with Title 1 funds, we plan to purchase necessary instructional technology, such as tablets/laptops, document cameras, etc., to support students including SWD academic and social-emotional success.

Title 1 funds will provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.

Title 1 funds will also provide for babysitting to support parent engagement.

Additionally, with Title 1 funds, we plan to support SWD students by increasing parent engagement, having HSLs connect with parents/families, and conducting home visitations.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 and/or 7091 funds we plan to support all students including SWD by providing Teachers and Classified Staff supplemental contracts for tutoring, professional learning, PLC planning and data analysis, ELPAC assessment, student and parent engagement events and activities.

The 7090 and/or 7091 funds will support with the TK-K Reading Foundational Skills Tutoring after school including SWD student population.

Additional funds are providing for 2 Certificated Tutors and 6 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during the Blended Learning Block.

7090 and/or 7091 funds will provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.

Additionally, with 7090 and/or 7091 funds, we plan to purchase necessary instructional online licenses and technology, such as tablets/laptops, document cameras, etc., to support English learner students' academic and social-emotional success.

To build the capacity of staff, funds will be provide for conference and travel fees to support the needs of English learners.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Counseling and interventions will be offered in students' primary language when available.
- HSLs will ensure that all students and parents are able to access any resources/information that is not in their primary language.
- Tier 2 Intervention Specialist, School Psychologist, SPED Team in collaboration with outside agencies, etc., will be supporting all students including ELL by connecting and building relationships.

7090 and/or 7091 funds will provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.

Additionally, with 7090 and/or 7091 funds, we plan to purchase necessary instructional online licenses and technology, such as tablets/laptops, document cameras, etc., to support SWD students' academic and social-emotional success.

To build the capacity of staff, funds will be provide for conference and travel fees to support the needs of SWD student population.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Student discipline and suspension data will be used to ensure that low-performing students are provided access to social-emotional resources.
- Tier 2 Intervention Specialist, School Psychologist, SPED team in collaboration with outside agencies, etc., will be supporting all students including SWD by connecting and building relationships.
- Mentorship programs will be additional site support with building student to student connections and staff to student connections.

Action 3

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 the following but not limited to:
 - Clubs – Leadership 5th/6th, Dance, such as Folkloric and Hmong, Art, etc.
 - After School Tutoring
 - Music (K-3, Recorders, Band & Choir)
 - Cheer
 - Sports (Football, Volleyball, Basketball, Cross Country, Soccer and Softball)
 - Peach Blossom
 - Spelling Bee
 - Talent Show
 - Hmong DLI Showcase
 - School Assemblies such as Rallies, Awards, Success Shop, EL Reclassification Celebration, Assessment Incentives, Grizzlies “Wild About Reading” etc.
2. Vang Pao staff will use Panorama Ed Survey 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:	<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

- School Master Calendar with events scheduled
- Panorama Ed Survey Data Result

Owner(s):

- Principal
- Vice Principals
- Designated TSA
- Teachers including SPED
- Academic Coach
- PLC Teams
- Instructional Leadership Team
- PRIDE Team
- HSLs
- School Psychologist
- Tier 2 Intervention Specialist (Tier 2 IS)
- Extended Learning Coordinator
- Art Integration Staff

Timeline:

- Monthly
- Quarterly
- Survey data-twice 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, and leadership, etc.
- 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.
- Supplemental contracts and/or extra time/over time will be provided for staff as well as outside vendors and agencies as needed.
- Materials and Supplies needed:
 - Additional copy machine and 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.
 - 1 District provided Home School Liaisons (8 Hours) Spanish and 1 (6 Hours) Site-Funded Hmong to support and communicate with parents about student engagement opportunities.
 - Provide students incentives/recognition for participation such as athletics and other Goal 3 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: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

The English Learner student population is not performing in the Red areas according to CA Dashboard.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The SWD student population has the highest suspension rate for semester 1 for 23/24 school year according to PowerBI. However, it's the same 4 students within the SWD student population with increased suspensions.

The percentage of students with chronic absenteeism has remained significant, specifically with AA and SWD student populations. Our AA student population is in the Red for Chronic Absenteeism according to the CA

With Title I funds, we plan to support English learner students by providing a Certificated Tutor and 6 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during the Blended Learning Block.

Additionally, with Title 1 funds, we plan to purchase necessary instructional technology, such as tablets/laptops, document cameras, etc., to support English learner students' academic and social-emotional success.

Title 1 funds will provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.

Title 1 funds will also provide for babysitting to support parent engagement.

Additionally, with Title 1 funds, we plan to support English learner students by increasing parent engagement, having HSLs connect with parents/families, and conducting home visitations.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 and/or 7091 funds we plan to support English learner students by providing Teachers and Classified Staff supplemental contracts for tutoring, professional learning, PLC planning and data analysis, ELPAC assessment, student and parent engagement events and activities.

The 7090 and/or 7091 funds will support with the TK-K Reading Foundational Skills Tutoring after school including English learners.

Additional funds are providing for 2 Certificated Tutors and 6 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during the Blended Learning Block.

7090 and/or 7091 funds will provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.

Additionally, with 7090 and/or 7091 funds, we plan to purchase necessary instructional online licenses and technology, such as tablets/laptops, document cameras, etc., to support English learner students' academic and social-emotional success.

To build the capacity of staff, funds will be provide for conference and travel fees to support the needs of English learners.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- 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.

Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds, we plan to support students including AA and SWD student populations by providing a Certificated Tutor and 6 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during the Blended Learning Block.

Additionally, with Title 1 funds, we plan to purchase necessary instructional technology, such as tablets/laptops, document cameras, etc., to support students including AA and SWD academic and social-emotional success.

Title 1 funds will provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.

Title 1 funds will also provide for babysitting to support parent engagement.

Additionally, with Title 1 funds, we plan to support AA and SWD students by increasing parent engagement, having HSLs connect with parents/families, and conducting home visitations.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 and/or 7091 funds we plan to support all students including AA and SWD by providing Teachers and Classified Staff supplemental contracts for tutoring, professional learning, PLC planning and data analysis, ELPAC assessment, student and parent engagement events and activities.

The 7090 and/or 7091 funds will support with the TK-K Reading Foundational Skills Tutoring after school including AA and SWD student population.

Additional funds are providing for 2 Certificated Tutors and 6 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during the Blended Learning Block.

7090 and/or 7091 funds will provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.

Additionally, with 7090 and/or 7091 funds, we plan to purchase necessary instructional online licenses and technology, such as tablets/laptops, document cameras, etc., to support SWD and AA students' academic and social-emotional success.

To build the capacity of staff, funds will be provide for conference and travel fees to support the needs of SWD and AA student populations.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Student academic and discipline data will be used to monitor student participation in Goal 3 activities and recruit students as necessary.
- Staff, such as Tier 2 Intervention Specialist, School Psychologist, HSL, etc. will reach out and make connections with any student and parents not involved in Goal 3 activities.

2024-2025 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	Parent Participation	Local Mileag			HSL mileage for home visits to support goals 1, 2, 3, 5: Actions 1-3.	200.00
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, Student Leadership, other engagement etc. Goals 1-3, Actions 1-3.	8,000.00

\$8,200.00

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	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	90 %	78.3 %	2023-2024	79.4 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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
We were able to implement the actions and build staff culture to help address this goal.

Staff Survey—Overall Positive in Belonging Domain
We were able to implement the actions and build staff culture so the results of the survey positively increased.

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

N/A

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 (Intended actions for the current school year vs. Actual actions that occurred).

There were no major differences. We were able to do a lot more staff engagement and connections.

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 2024/25 SPSA.

We presented to all staff and got input and are excited to continue to build upon our engagement opportunities for all staff in-person for the 24/25 school year. We are going to build a monthly 30-minute session to build and foster relationships if our designated school hours exists. We will also be hosting monthly Grade level potlucks. We will continue to host quarterly events with the input of our PRIDE and ILT for all staff.

Additionally, selected ILT, PRIDE, Classified, FTA rep, and Admin will have meetings to ensure that we live and monitor the SPSA goals and actions.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

This goal and the actions were presented to SSC in February and March SSC meetings. There were no feedback or suggestions provided.

2 ELAC:

This goal and the actions were presented to ELAC in the February ELAC meeting. There were no feedback or suggestions provided.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Staff feedback and input were sought out through grade-level PLC teams and individually. Majority of staff wanted to keep all the engagement activities for the 24/25 school year to continue build staff culture.

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 monthly grade level sponsored potlucks, staff gatherings, quarterly Birthday Celebrations, 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 the support 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.
4. District Funded Academic Coach will support to build the capacity of staff through Coaching Cycle (Planning, Co-Teach, Teach, Reflect, Repeat) in both English and Hmong DLI strand.

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
- Instructional Coach Cycle Schedule

Owner(s):

- Principal
- Vice-Principals
- Teachers including SPED
- ILT
- PRIDE Team
- Designated TSA
- Tier 2 Intervention Specialist (Tier 2 IS)
- Academic Coach

Timeline:

- Monthly
- Quarterly
- Bi-Annually

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

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 on-site professional development, 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, peer observations, and/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, including food, 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 enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.](#)

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

See Goals 1-3 Actions 1-3.

2. Using Title I funds Only: What are the planned expenses to support this student group?

See Goals 1-3 Actions 1-3.

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

See Goals 1-3 Actions 1-3.

- 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.
- Instructional Coaching Cycle to build the capacity of staff to support English Learners.

[Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.](#)

Specify (call out) the specific student groups that require support. Goal 4 does not have specific student group data, but you can choose to put staff related actions in place that will positively affect student outcomes aligned with the metrics in Goals 1-3. Otherwise you can speak to the enhanced service for low-performing student groups in general terms in this section.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

See Goals 1-3 Actions 1-3.

2. Using Title I funds Only: What are the planned expenses to support this student group?

See Goals 1-3 Actions 1-3.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

See Goals 1-3 Actions 1-3.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

See Goals 1-3 Actions 1-3.

- Professional Learning and PLC focused on the needs of low-performing student groups 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.
- Instructional Coaching Cycle to build the capacity of staff to support all students.

2024-2025 SPSA Budget Goal Subtotal

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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	Direct-Food			Direct food services for student, staff, and parent engagement to support student academics and SEL needs for Goals 1-5, Actions 1-3.	5,000.00

\$5,000.00

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	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	93.5 %	91.2 %	2023-2024	92.3 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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
 Parents and visitors were able to come on campus and participate in activities and engagement opportunities.

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
 N/A

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 (Intended actions for the current school year vs. Actual actions that occurred).

Our Spring 2024 Family Survey data is limited. However, we positively increased from Fall 2023, which was 91% to 98%. For next year, we will send out paper copies of the family survey to get more data. We were able to implement and engage our parents and community with the actions and plans in our SPSA.

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 2024/25 SPSA.

We will re-evaluate after getting more parent surveys to see how we can improve parent engagement. We will continue to provide more engagement opportunities for our parents and community. Additionally, selected ILT, PRIDE, Classified, FTA rep, and Admin will have meetings to ensure that we live and monitor the SPSA goals and actions.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

Parent engagement opportunities were shared with SSC in February and March SSC meetings. Actions for this goal will continue to be written in SPSA and implemented for the 23/24 school year. Parents at the SSC did not have any suggestions.

2 ELAC:

Parent engagement opportunities were shared with ELAC in the February ELAC meeting. Actions for this goal will continue to be written in SPSA and implemented for the 23/24 school year. Parents at the ELAC did not have any suggestions.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Staff was informed about the following regarding parent involvement and decision-making of needs from parents for the SPSA

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, primarily HSLs, Tier 2 IS and/or School Psychologist 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, primarily HSLs will communicate and collaborate 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 literacy and math nights, family events, 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 including SPED
- ILT
- PRIDE Team
- HSLs
- Designated TSA
- Extended Learning Coordinator
- Tier 2 Intervention Specialist (Tier 2 IS)
- School Psychologist

Timeline:

- Monthly
- Quarterly
- Bi-Annually

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

- HSL: 1 District Funded (8 hour) Spanish Speaking and 1 Site Funded (6 hours) 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 parents and community in building positive and collaborative school culture
 - Purchase orders to vendors to support parents and the community in building a positive and collaborative school culture
 - Supplemental Contracts for teachers and staff
 - Funds for on-site professional development, 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 enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

See Goals 1-3 Actions 1-3..

2. Using Title I funds Only: What are the planned expenses to support this student group?

See Goals 1-3 Actions 1-3.

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

See Goals 1-3 Actions 1-3.

- 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, specifically HSLs will reach out and make connections with parents not involved in Goal 5 activities.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Goal 5 does not have specific student group data, but you can choose to put family related actions in place that will positively affect student outcomes aligned with metrics in Goals 1-3. Otherwise you can speak to the enhanced service for low-performing student groups in general terms in this section.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

See Goals 1-3 Actions 1-3.

2. Using Title I funds Only: What are the planned expenses to support this student group?

See Goals 1-3 Actions 1-3.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

See Goals 1-3 Actions 1-3.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

See Goals 1-3 Actions 1-3.

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

2024-2025 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.	656.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent materials, and supplies to support parent engagement in school events, meetings and activities, such as SSC, ELAC, etc. to support Goals 1-5, Actions 1-3.	5,000.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Classified support-Interpret for parent engagement such as ELAC, SSC, Parent-Teacher Conferences.	2,626.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	0.7500	HSL to support students attendance, behavior, and parent and community engagement.	60,159.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext			HSL extra time for support for attendance, behavior, and parent community engagement.	7,452.00

\$75,893.00

2024-2025 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	Bks & Ref			: Instructional support software licenses will be provided such as Scholastic Ooka Island, Accelerated Reader, Reflex etc. to support Goals 1-3, Actions 1-3	19,436.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Purchase of tablets/laptops and other necessary technology, such as printers, projectors, projects 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.	1,909.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundations: Contract to support Goal 1 Actions 1 and 3. CA Teacher Fellows supports with Tier 2 and 3 reading foundational skills. Split funded with 7091.	77,229.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375		54,334.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375		48,582.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher substitutes for Data Chats, PL, PLC planning, data analysis, assessment support, teacher coaching cycle/peer-classroom observations, conference attendance, SST/IEP, support for staff/student/parent engagement. For Goals 1-5, Actions 1-3.	23,888.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for tutoring, PL, PLC planning/data analysis, ELPAC assessment, staff/student/parent engagement. Support Goals 1-5, Actions 1-3.	36,780.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Supplemental contracts for classified staff to support tutoring.	4,104.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Instructional support software licenses will be provided such as Scholastic Ooka Island, Accelerated Reader, Reflex etc. to support Goals 1-3, Actions 1-3.	5,559.00
G1A1	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 engagement. 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 and engagement opportunities to support students' academic along with social emotional needs as well as staff, families, and community engagement and culture as addressed in Goals 1-5, Actions 1-3.	73,516.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: place holder for additional amount needed for CBA agreement, employee Longevity adjustment.	5,365.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Purchase of tablets/laptops and other necessary technology, such as printers, projectors, projects 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.	5,000.00

G1A1	Sup & Conc	Instruction	Travel	Conference and travel fees will be provided to build the capacity of staff to support Goals 1-5, Actions 1-3.	20,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint	: Direct maintenance for technological needs, such as radios etc. and school needs.	5,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph	Graphics Dept. will be utilized for various certificates and incentives, staff and parent resources to support Goals 1-5, Actions 1-3.	2,000.00
G1A1	Sup & Conc	Instructional Supervision & Admi	Crt Supr-Sub	Admin Substitutes for conferences to build the capacity of admin to support Goals 1-5, Actions 1-3.	5,974.00
G1A1	LCFF: EL	Instruction	Subagreements	California Teaching Fellows Foundation : California Teaching Fellows Foundations: Contract to support Goal 1 Actions 1 and 3. CA Teacher Fellows supports with Tier 2 and 3 reading foundational skills. Split funded with 3010.	15,555.00
G1A2	Sup & Conc	Instruction	Copier Maint	Copier lease for staff to use upstairs for instruction and SEL support to address Goals 1-5, Actions 1-3.	9,500.00
G1A3	LCFF: EL	Instruction	Teacher-Supp	Teacher substitutes for Data Chats, PL, PLC planning, data analysis, assessment support, teacher coaching cycle/peer-classroom observations, conference attendance, SST/IEP, support for staff/student/parent engagement. For Goals 1-5, Actions 1-3.	8,584.00
G1A3	LCFF: EL	Instruction	Teacher-Supp	Supplemental contracts for tutoring, PL, PLC planning/data analysis, ELPAC assessment, staff/student/parent engagement. Support Goals 1-5, Actions 1-3.	9,195.00
G1A3	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 engagement. 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 and engagement opportunities to support students' academic along with social emotional needs as well as staff, families, and community engagement and culture as addressed in Goals 1-5, Actions 1-3.	8,502.00
G1A3	LCFF: EL	Instruction	Nc-Equipment	: Purchase of tablets/laptops and other necessary technology, such as printers, projectors, project bulbs, document cameras, etc. to support instruction of students' academic and social-emotional learning and staff, and parent and community engagement to support Goal 1, Actions 1-3.	2,554.00
G1A3	LCFF: EL	Instruction	Travel	Conference and travel fees will be provided to build the capacity of staff to support Goals 1-5, Actions 1-3.	8,061.00
G1A5	Title 1 Basic	Parent Participation	Mat & Supp	Parent materials and supplies to support parents engagement in school events and activities, such as SSC, parent classes, etc. to support Actions 1-3. ** NO FOOD OR INCENTIVES**	2,360.00
G3A1	Title 1 Basic	Parent Participation	Local Mileag	HSL mileage for home visits to support goals 1, 2, 3, 5: Actions 1-3.	200.00
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, Student Leadership, other engagement etc. Goals 1-3, Actions 1-3.	8,000.00

G4A1	Sup & Conc	Instruction	Direct-Food			Direct food services for student, staff, and parent engagement to support student academics and SEL needs for Goals 1-5, Actions 1-3.	5,000.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting to support parent engagement for meetings addressing Goals 1-5.	656.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent materials, and supplies to support parent engagement in school events, meetings and activities, such as SSC, ELAC, etc. to support Goals 1-5, Actions 1-3.	5,000.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Classified support-Interpret for parent engagement such as ELAC, SSC, Parent-Teacher Conferences.	2,626.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	0.7500	HSL to support students attendance, behavior, and parent and community engagement.	60,159.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext			HSL extra time for support for attendance, behavior, and parent community engagement.	7,452.00
							\$542,080.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$101,790.00
Sup & Conc	7090	\$317,602.00
LCFF: EL	7091	\$122,688.00
Grand Total		\$542,080.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$452,987.00
G3 - Increase student engagement in their school and community	\$8,200.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$5,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$75,893.00
Grand Total	\$542,080.00