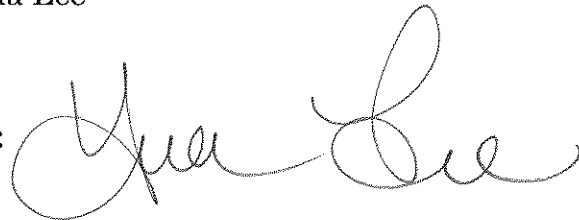


Vang Pao Elementary

10621660119339

Principal's Name: Yua Lee

Principal's Signature:

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

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

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

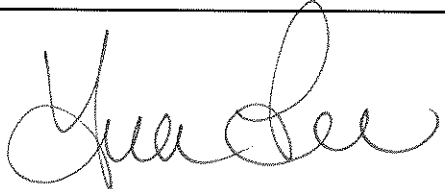

| |
|---|
| <p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p> |
| <p>The SSC, and all advisory committees, are formed 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 subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p> |
| <p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p> |
| <p>Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.</p> |
| <p>Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</p> |
| <p>The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p> |

School Site Council

| School Site Council List | | | | | |
|---------------------------------|------------------|--------------------------|--------------------|--------------------------------|--------------------------|
| Member Name | Principal | Classroom Teacher | Other Staff | Parent/Community Member | Secondary Student |
| 1. Principal - Yua Lee | X | | | | |
| 2. Chairperson -Angelica Guzman | | | | X | |
| 3. May Yang | | | | | |
| 4.Tiffany Cordova | | X | | | |
| 5.Jacob Rodriguez | | X | | | |
| 6.Nadia Hoover | | X | | | |
| 7.Blia Yang | | | X | | |
| 8.Pedro Navaro | | | | X | |
| 9.Isabel Vargas | | | | X | |
| 10.Margarita Mancilla | | | | X | |
| 11. | | | | | |
| 12. | | | | | |
| 13. | | | | | |
| 14. | | | | | |
| 15. | | | | | |

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

Required Signatures

| School Name: | | | |
|---|-------------------------|---|-------------|
| Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement. | | | |
| Title | Print Name Below | Signature Below | Date |
| Principal | Yua Lee |  | 4/5/2022 |
| SSC Chairperson | Angelica Guzman |  | 4/5/2022 |

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 2022/23

Vang Pao - 0567

ON-SITE ALLOCATION

| | | |
|---|--|------------------|
| 3010 | Title I | \$83,538 * |
| 7090 | LCFF Supplemental & Concentration | \$282,552 |
| 7091 | LCFF for English Learners | \$117,600 |
| | | |
| 7099 | ESSER III (learning loss/COVID impact, one-time funds) | \$154,452 |
| TOTAL 2022/23 ON-SITE ALLOCATION | | \$638,142 |

| | | |
|---|--|----------|
| * These are the total funds provided through the Consolidated Application | | |
| * Title I requires a specific investment for Parent Involvement | | |
| | Title I Parent Involvement - Minimum Required | \$2,856 |
| | Remaining Title I funds are at the discretion of the School Site Council | \$80,682 |
| | Total Title I Allocation | \$83,538 |

Vang Pao Elementary 2022-2023 - 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 |
|---|----------|----------------|---------|-----------|---------|
| i-Ready ELAD2 proficiency - percentage of students on/above | ✓ | | 23.42 % | 2021-2022 | 30.52 % |
| i-Ready Math D2 proficiency - percentage of students on/above | ✓ | | 19.36 % | 2021-2022 | 26.46 % |

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. CTs and TFs were able to support our Tier 3 students in grades 1-6. However, many of our most struggling students were not a part of RTI and blended learning in the classrooms due to being quarantined and were out at times up to 4 quarantine periods missing up to 40 days of school.
2. Our action was to support all first-grade classrooms with a teaching fellow (TF), however, due to staffing shortage by CTFF there some first-grade classrooms without a TF or a consistent TF.
3. Teachers provided targeted small-group instruction during Blended Learning blocks which supported the growth in both literacy and math.
4. PLCs were able to meet to discuss and plan instructional path focusing on grade-level standards, calendar CFAs, IABs, and FIABs. Data analysis and planning for next steps were discussed to support all students with special focus on EL and African American student groups data due to the disproportionality of learning from these two student groups.

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. PLCs were able to meet to discuss and plan instructional path focusing on grade-level standards, calendar CFAs, IABs, and FIABs. Data analysis and planning for next steps were discussed to support all students with special focus on EL and African American student groups data due to the disproportionality of learning from these two student groups.
2. CTs and TFs were able to support our Tier 3 students in grades 1-6. However, many of our most struggling students were not a part of RTI and blended learning in the classrooms due to being quarantined and were out at times up to 4 quarantine periods missing up to 40 days of school.

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).

Due to pandemic and many students in quarantine, many components of the SPSA were not implemented. Funding sources were re-allocated to support the technology needs and engagement of students. CTs and TFs were able to support our Tier 3 students in grades 1-6. However, many of our most struggling students were not a part of RTI and blended learning in the classrooms due to being quarantined and were out at times up to 4 quarantine periods missing up to 40 days of school.

Professional learning opportunities were also limited from the site due to time constraints.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

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 the loss of learning for our students to become readers. In addition we will fund an Intervention TSA to support math instruction in grades 3-6. We will be having our HSLs, specifically looking at data of students attendance on a daily and weekly basis and will connect with these parents to ensure students return to school and miss out on the learning opportunities provided.

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

1 SSC:

1. Vang Pao student performance data 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 personnel such as HSL positions, CTs, Teaching Fellows, and Intervention TSA for math.

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. Only one English Learner parent attended both ELAC meetings in February and March. Parent is also a member of the SSC, so not much information was shared about SPSA during ELAC meetings.

3 Staff:

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 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 including Cullinan, Solution Tree, 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, 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; for grades 3-6, with emphasis on reading comprehension and vocabulary development. (Tier 2)
 5. Exit tickets, BAS, i-Ready Diagnostics, and CFA results will be used to assess, monitor student progress, adjust instruction, and identify students for Tier 2 intervention and/or acceleration.
 6. BAS, BPST, and i-Ready Diagnostic assessment results will lead to the identification of Tier 3 intervention students supported by 2 Certificated Tutors and 2 Teaching Fellows.
 7. Lumio and other online licenses will be provided to support Blended Learning for students to practice and extend their learning of grade-level skills and standards.
 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 Instructional 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 quarterly for students not at grade level & at least three times for students who are at grade level) (K-2)
- FSA (given three times a year) (Kinder)
- i-Ready Diagnostics
- Tier 3 students will be monitored with BAS and BPST every 4 to 6 weeks (CT)
- DATA Chats
- RTI Data Spreadsheets
- MTSS (COST Team) referrals and logs.

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

Owner(s):

- Principal
- Vice Principals
- TSAs
- Instructional Leadership Team
- Teachers including SPED and DLI
- Certificated Tutor(s)
- Teaching fellows
- Instructional 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 ELA standards utilizing the **Wonders** curriculum and other resources and materials ensuring the 4 Tights of Classroom Foundations: Objective, Aligned Instruction, Assessment (Checking for Understanding), and Closure in tandem with California English Language Development Standards
- All students will receive 45 minutes of structured Tier 2 intervention daily through the Blended Learning Block model
- **8 Teaching Fellows** to support 1st and 2nd grade's Blended Learning Block
- Funds for conferences and travel expenses for staff professional learning in building and supporting staff capacity in addressing the needs of all students
- TSA will oversee 2 Certificated Tutors and 2 Teaching Fellows in implementing Tier 3 intervention for targeted students
- Supplemental Contracts for Teachers will be provided. (i.e. planning, tutoring)
- Substitutes to support Professional Learning and Planning needs of PLCs, Teachers, ILT, Data Chats, RTI Progress Monitoring meetings, COST Team meetings, and monthly SST's/IEP's.

- Materials and Supplies needed:
 - Direct Services-for Food Services for professional learning of teachers and parent engagement
 - Purchase Orders provided to Vendors, such as 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 Lumio 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:

- Designated (minimum of 30 minutes daily) and Integrated 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
- After-School Program support provided by English Learner Services
- 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 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.

Specify enhanced services for low-performing student groups:

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

- COST 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 3 Intervention 4 times a week for 45 minutes a day
- Provide additional tutoring after-school and Saturday Academy (supplemental contracts will be provided for teachers).
- Frequent & specific school to home communication about student progress will be provided
- PLC's will complete Data-Informed Intervention Plans, identifying low-performing students, their misconceptions, strategies to intervene/reteach, and a plan for implementation
- Special Education Staff will provide and explain IEP goals to GE teacher at the beginning of the 22/23 school year and at IEP meetings thereafter

Action 2

Title: Math Support and Intervention

Action Details:

Vang Pao will continue to implement the district-adopted comprehensive program for math (GoMath). GoMath will be utilized to plan instruction aligned with Common Core State Standards (CCSS) to provide learning opportunities with emphasis on conceptual and procedural understanding. Instruction will include opportunities for the application of concepts using real-world problems including digital application using technology for all students. Tier 2 intervention will be provided through a Blended Learning Model using GoMath Personal Trainer and targeted small group instruction following the administration of grade level Exit Tickets, CFA/CSA, IAB, and FIAB through data analysis. Tier 2 intervention will also include the practice of grade-level math skills presented through the instruction of Common Core State Standards, 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, 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, CFA/CSA's, Interim Block Assessments (IABs), Focused Interim Block Assessments (F-IABs), and i-ReadyDiagnostics results will be used to assess, monitor student progress, adjust instruction, and identify students for Tier 2 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 including Standards Institute-Math Pathway (Tier 1)

5. Teachers will implement a consistent method for teaching and assessing fluency in mathematics
6. Vang Pao will provide math support through Intervention TSA for grades 3-6, with emphasis on grade-level math skills and standards. (Tier 2)
7. CFA/CSA, IAB, F-IAB, and i-Ready Diagnostic assessment results will lead to the identification of Tier 2 intervention students supported by the Intervention TSA
8. Lumio and other online licenses will be provided to support Blended Learning for students to practice and extend their learning of grade-level skills and standards.
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 Instructional 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
- i-Ready Math Diagnostics
- Interim Block Assessments (IAB) and Focused IAB
- Math fluency assessments

Owner(s):

- Principal
- Vice Principals
- TSAs
- Instructional Leadership Team
- Teachers including SPED
- Instructional 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
- All students will have daily opportunities to practice math fluency and exposure to higher-level-cognitive demand tasks (Think Smarter, Dig Deeper, Performance Tasks) All students will engage in Academic Discourse within Mathematics instruction
- Supplemental Contracts for Teachers will be provided (i.e. Planning, Tutoring, etc.)
- Funds for conferences and travel expenses for staff professional learning in building and supporting staff capacity in addressing the needs of all students
- Substitutes to support Professional Learning and Planning needs of PLCs, Teachers, ILT, Data Chats, COST team meetings, and monthly SST's/IEP's.
- All students will have access to online programs within the GoMath curriculum and other software programs that align with the learning of foundational skills (i.e. I-Ready & Starfall) and other computer-based technology programs to support students for Math
- Materials and Supplies needed:
 - Books and other reference materials as needed
 - Direct Services - Food Services for professional learning of teachers and parent engagement
 - Purchase Orders provided to Vendors such as 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/needed to support instruction and intervention for students
 - chart tablets, notebooks, dry-erase boards, dry-erase pens, and other items to support reading, math, and language instruction and intervention

Specify enhanced services for EL students:

- Designated (minimum of 30 minutes daily) and Integrated ELD instruction aligned with ELD standards
- Daily Use of scaffolds during instruction aligned with ELD standards
- Visual Supports (Charts to support Instruction of Content)

Specify enhanced services for low-performing student groups:

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

- Use of manipulatives and tools as needed 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
- Tier 2 Intervention provided through Blended Learning Model.
 - Provide additional tutoring after-school and Saturday Academy (supplemental contracts will be provided for teachers).
 - Frequent & specific school to home communication about student progress
 - PLCs will complete Data-Informed Intervention Plans, identifying low-performing students, their misconceptions, strategies to intervene/reteach, and a plan for implementation
 - Special Education Staff will provide and explain IEP goals to GE teacher at the beginning of the 22/23 school year and at IEP meetings thereafter

Action 3

Title: English Language Learners: Support and Intervention

Action Details:

Vang Pao will continue to provide daily Designated English Language Development (ELD) along with Integrated ELD instruction utilizing the California English Language Development Frameworks, Common Core State Standards, and district adopted curriculum. With the support of all instructional staff, English Language Learners will advance at least one proficiency level a year towards the goal of Reclassification. Vang Pao will continue to implement instructional strategies from Leading with Learning work.

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
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.
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.
5. The ELD designated block will be a minimum of 30 minutes a day.
6. Admin and teachers will revisit EL student data after every PLC, district, and state assessments and/or after each grading period to ensure that students are progressing in the core academic areas.
7. 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 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:



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

- 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-2nd)
- EL Goal Setting - ATLAS

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

Timeline:

- Assessment data will be monitored as assessments are administered and scored daily, weekly, monthly, quarterly, and yearly.
- Professional Learning around effective ELD Instruction will be delivered to teachers in August and will continue throughout the school year as needed.

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

- All students will receive grade-level instruction with ELD supports and targeted ELD instruction at their English development level. 1st to 6th-grade teachers will have a Designated ELD block of at least 30 minutes daily
- All students will be provided the opportunity to engage in Reading, Writing, Speaking and Listening of Complex Text and Math Word Problems with structured supports as outlined by using resources that addresses the ELD standards in tandem with CCSS standards, such as, Wonders and GoMath
- All students will receive 45 minutes of structured Tier 2 intervention daily through the Blended Learning Block model
- 8 Teaching Fellows to support 1st and 2nd grade Blended Learning Block
- TSA will oversee 2 Certificated Tutors and 2 Teaching Fellows in implementing Tier 3 intervention for targeted students
- TSA will implement Tier 2 Math intervention for targeted students
- Supplemental Contracts for Teachers will be provided. (i.e. planning, tutoring)
- Funds for conferences and travel expenses for staff professional learning in building and supporting staff capacity in addressing the needs of 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, MTSS-(COST) and monthly SSTs and IEPs
- Materials and Supplies needed:
 - Direct Services - for Food Services for professional learning of teachers and parent engagement
 - Purchase Orders provided to Vendors, such as Vallarta, etc. to support student/parent engagement/activities and staff professional learning
 - Licenses for online Instructional Programs, such as Lumio 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:

- Designated (minimum of 30 minutes daily) and Integrated 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 redesignation criteria
- After-school Program support provided by English Learner Services
- 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.
- Visual Supports (Charts to support Instruction of Content)

Specify enhanced services for low-performing student groups:

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

- COST 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

- 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 & 3 Interventions in ELA 4 times a week for 45 minutes a day
 - Supplemental materials/supplies along with technology will be used to support ELs during instruction.
 - ELPAC assessors will be used to support student success on the ELPAC assessment
- Special Education Staff will provide and explain IEP goals to GE teacher at the beginning of the 22/23 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.

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0567 Vang Pao Elementary (Locked)

G1 - Improve academic performance at challenging levels

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|--------|---------------|-------------------|---------------|-----------|--------|--|-----------|
| G1A1 | Title 1 Basic | Instruction | Teacher-Regu | Tutor | 0.4375 | Certificated tutor to support Reading Intervention of Tier 3 students | 30,477.00 |
| G1A1 | Title 1 Basic | Instruction | Teacher-Subs | | | Substitutes for Data Chats, SSTs, PLs, PLC, Conferences and engagement opportunities. Goals 1-5, Actions 1-3. **NO IEPS** | 6,028.00 |
| G1A1 | Title 1 Basic | Instruction | Teacher-Supp | | | Supplemental contract for tutoring, PL, and PLC. Support Goal 1-5, Actions 1-3. **NO IEPS** | 14,856.00 |
| G1A1 | Title 1 Basic | Instruction | Nc-Equipment | | | Purchase of tablets/laptops and other necessary technology, such as printers, projectors, projector bulbs, document cameras, etc. to support instruction of students' academic and social-emotional learning and staff, and parent and community engagement to support Goals 1-5, Actions 1-3. | 20,000.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Regu | Tutor | 0.3125 | Certificated tutor to support Reading Intervention of Tier 3 students | 32,190.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Supp | | | Supplemental contracts for tutoring, PL, PLC, and ELPAC Assessors. Support Goal 1-5, Actions 1-3. | 12,380.00 |
| G1A1 | Sup & Conc | Instruction | Bks & Ref | | | Instructional support software licenses, will pay for licenses, such as Smart Learning Suite-Lumio, Edcite, etc to support Goals 1 -4; Actions 1 - 3. | 2,000.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | : Supplemental instructional materials and supplies for students and staff to support Goals 1 - 5, Action 1 -3. Incentives for students to promote academics, social emotional needs and engagements. Materials and supplies to build and support a positive and collaborative school culture for students, staff, and parent and community, which may include food and various items as necessary. Direct services of on and off campus field trips 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. | 60,072.00 |
| G1A1 | Sup & Conc | Instruction | Nc-Equipment | | | Purchase of tablets/laptops and other necessary technology, such as printers, projectors, projector bulbs, document cameras, etc. to support instruction of students' academic and social emotional learning to support Goals 1 - 5; Actions 1 -3. | 8,502.00 |
| G1A1 | Sup & Conc | Instruction | Subagreements | | | California Teaching Fellows Foundation : | 6,285.00 |

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0567 Vang Pao Elementary (Locked)

G1 - Improve academic performance at challenging levels

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|--------|-----------------|-------------------|---------------|---------------------|--------|---|------------|
| G1A1 | | Instruction | Subagreements | | | California Teaching Fellows Spit Funded with 7090. | 6,285.00 |
| G1A1 | LCFF: EL | Instruction | Teacher-Regu | Tutor | 0.1250 | Certificated tutor to support Reading Intervention of Tier 3 students | 12,877.00 |
| G1A1 | LCFF: EL | Instruction | Subagreements | | | California Teaching Fellows Foundation : California Teaching Fellows | 6,147.00 |
| G1A1 | One-time School | Instruction | Subagreements | | | California Teaching Fellows Foundation : California Teaching Fellows Split Funded with 7090 | 87,452.00 |
| G1A1 | One-time School | Instruction | Direct-Graph | | | : Graphic Dept. will be utilized for various certificates and incentives, staff and parent resources to support academic and social-emotional learning needs of students. Goals 1-5, Action 1-3. | 2,000.00 |
| G1A2 | Sup & Conc | Instruction | Teacher-Regu | Teacher, Spec Assgn | 0.7500 | New position: Will be supporting students both in SEL and Math Intervention for Grades 3 - 6. | 114,009.00 |
| G1A2 | Sup & Conc | Instruction | Mat & Supp | | | Supplemental instructional materials and supplies for students and staff to support Goals 1 - 5, Action 1 -3. Incentives for students to promote academics, social emotional needs and engagements. Materials and supplies to build and support a positive and collaborative school culture for students, staff, and parent and community, which may include food and various items as necessary. Direct services of on and off campus field trips 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. | 22,114.00 |
| G1A2 | Sup & Conc | Instruction | Copier Maint | | | Copier lease for staff to use upstairs for instructional and SEL support to address Goals 1 - 5; Actions 1 -3. | 8,000.00 |
| G1A2 | LCFF: EL | Instruction | Teacher-Regu | Teacher, Spec Assgn | 0.2500 | New position: Will be supporting students both in SEL and Math Intervention for Grades 3 - 6. | 38,004.00 |
| G1A2 | One-time School | Instruction | Nc-Equipment | | | : Purchase of tablets/laptops and other necessary technology, such as printers, projectors, projector bulbs, document cameras, etc. to support instruction of students' academic and social-emotional learning and staff, parent, and community engagement to support Goals 1-5, Actions 1-3. | 10,000.00 |
| G1A3 | LCFF: EL | Instruction | Mat & Supp | | | Supplemental instructional materials and | 1,774.00 |

2022-2023 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 | | | <p>supplies for students and staff to support Goals 1 - 5, Action 1 -3.</p> <p>Incentives for students to promote academics, social emotional needs and engagements.</p> <p>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.</p> <p>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.</p> | 1,774.00 |
| G1A3 | LCFF: EL | Instruction | Nc-Equipment | | | <p>Purchase of tablets/laptops and other necessary technology, such as printers, projectors, projector bulbs, document cameras, etc. to support instruction of students' academic and social emotional learning to support Goals 1 - 5; Actions 1 -3.</p> | 100.00 |

\$495,267.00

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 | ✓ | | 89.24 % | 2021-2022 | 95.34 % |

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

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

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

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).

Continue to ensure all students by grade level and all student groups are engaged in student centered and real-world learning experiences. Due to pandemic, there were many limitations and these experiences were not available for all students. Guest speakers and outside agencies not contracted with the district were not allowed on campus. Field trips in person were also limited for students 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 2022-23 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.

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

1 SSC:

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

2 ELAC:

Only one English Learner parent attended both ELAC meetings in February and March. Parent is also a member of the SSC, so not much information was shared about SPSA during ELAC meetings.

3 Staff:

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 22/23 school year to continue 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 such as the Monthly Diversity Celebration: We Are One Pack.
2. Vang Pao will provide real-world learning opportunities for all students, such as guest speakers, connecting with feeder schools, school garden, STEAM competitions, caring for plants around the school, assemblies to promote real-life connections, career day (Grades 3-6), Winter Program (TK-2), Hmong DLI Showcase, etc.

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

Explain the Progress Monitoring and data used for this Action

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

- Goal 2 Engagement Roster
- Goal 2 Participation Rates

Owner(s):

- Principal
- Vice Principals
- Instructional Leadership Team
- Classroom teachers
- PLC teams
- TSAs
- Instructional Coach
- PRIDE Team
- HSLs

Timeline:

- Monthly
- Quarterly
- Survey data-once a year

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

- All students will engage in at least quarterly activities centered around real-world experiences, such as guest speakers, 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:

- All 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.

Specify enhanced services for low-performing student groups:

- Student academic and discipline data will be used to monitor student participation in student-centered and real-world learning experiences.
- School staff such as TSA and School Psychologist will reach out and make connections with any student not involved in student-centered and real-world learning experiences.
- COST 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 | ✓ | | 45.59 % | 2021-2022 | 35.99 % |
| Suspension Rate - Semester 1 | ✓ | | 0.97 % | 2021-2022 | 0.64 % |

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
 Due to the pandemic and many students being on quarantine, sometimes repeatedly, the percentage of students with chronic absenteeism has significantly increased.
 HSL and district-funded CWAS made phone calls and home visits; however, at times there was no contact made with parents or guardians.

Suspensions students with 1 or more
 With school resuming and students back on campus, our suspension is slightly higher than 19/20.
 We funded an RCA to support and build connections with students, however, our RCA left the position.
 To support student SEL and connection, Krazy Karen with Fun Works was provided for all 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.

Chronic Absenteeism
 HSLs: We were short one HSL. Due to the high volume of calls because of the pandemic, our one HSL was not able to be outside greeting students and parents and making connections.

Suspensions students with 1 or more
 Not being able to fill the RCA position and having somebody to connect with the students impacted our suspensions who were all boys and either Hispanic or African American.

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 funded an RCA, a Hmong Home School Liasion, and Spanish Home School Liasion; however, our Hmong HSL resigned and we were not able to replace until 3/10/2022. We were never able to replace the RCA so the position was eliminated and reallocation of funds went towards technology supplies and teacher supplemental.

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 2022-23 SPSA.

We will be expanding opportunities and ensure that all grade levels engage students in 2 field trips each year. Additionally, seek out the help of more classified staff to run clubs and engagement opportunities. Grade level (PLC) will also have more individualized student engagement opportunities.

We will be funding an SEL TSA to support making and building student connections. With the support of a district-funded full-time School Psychologist, TSA will be providing instruction to individual and small groups of students who need support such as: self-management, getting along with others, and etc.

We will also fund a 6 hour Hmong HSL along 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.

We will develop a COST team with the help of Wayne Jones from the Family and Wellness Center to support and address the actions in this goal.

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

1 SSC:

This goal and the actions were presented to SSC in February and March SSC meetings. The parents of school site council agreed and supported the need to support student SEL through additional personnel such as SEL TSA

2 ELAC:

Only one English Learner parent attended both ELAC meetings in February and March. Parent is also a member of the SSC, so not much information was shared about SPSA during ELAC meetings.

3 Staff:

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 through additional personnel such as SEL TSA

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: Student Engagement Opportunities

Action Details:

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

- Spelling Bee
- Field Trips
- School Assemblies (Monthly Diversity Celebration: We Are One Pack, Character Counts, Awards, Success Shack, EL Reclassification Celebration, Assessment Incentives, Grizzlies "Wild About Reading", Krazy Karen: Developing SEL Connections, etc.)

2. Vang Pao staff will use district engagement data to ensure the participation of all students and seek to support any student who needs to be engaged in athletics, arts, and school activities.
3. Vang Pao students will be recognized and celebrated for their participation and accomplishments in athletics, arts, and school activities.
4. Vang Pao students will have the opportunity to provide input around preferred activities.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Goal 3 Engagement Roster
- Goal 3 Participation Rates

Owner(s):

- Principal
- Vice Principals
- TSAs
- Classroom teachers
- Instructional Coach
- PLC Teams
- Instructional Leadership Team
- PRIDE Team
- HSLs
- School Psychologist

Timeline:

- Monthly
- Quarterly
- Survey data-once a year

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

- All students will be provided opportunities to engage in a variety of activities, such as dance groups, cheer, leadership, and STEAM.
- All students will be provided with access to Goal 3 activities/clubs.
- Students will have the opportunity to engage in district and countywide events associated with select Goal 3 Activities.
- Substitutes to support advisor planning and attendance at student engagement events such as Peach Blossom, Spelling Bee, etc. will be funded.
- Provide funds for transportation and costs, such as student entrance fees for engagement opportunities on and off campus.
- Vang Pao PRIDE Team and ILT will plan opportunities for students to showcase their work/talents throughout the school year.
- Vang Pao will fund a TSA to support Tier 2 and Tier 3 students to engage in school activities.
- 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:

- All students will be provided with access to Goal 3 activities. Information will be sent home in English, Spanish and Hmong in a timely manner.
- Student participation data will be segregated to monitor EL student participation.

Specify enhanced services for low-performing student groups:

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

Action 2

Title: ADA Attendance Student Support & Chronic Absenteeism

Action Details:

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

1. Vang Pao will implement a school-wide attendance program, utilizing incentives to promote perfect attendance for all.
2. The Attendance Clerk and School Child Welfare Attendance Specialist will work in tandem with our HSLs to support parents and students with an absenteeism rate between 5 - 99% (Tier 2) and students displaying Chronic Absenteeism, 10% or higher (Tier 3) through phone calls, home visits, and site A2A meetings.
3. HSLs will build and foster relationships daily with parents and connect with outside agencies to support the needs of families to help improve student attendance.
4. Vang Pao established and will continue to have Attendance Team meetings on a monthly basis to discuss attendance concerns and provide strategies to support students and families.
5. Vang Pao will work closely with Department of Prevention & Intervention (DPI) Personnel and staff to educate parents and students on the importance of being present at school "Every Minute of Every Day."
6. Staff will consistently implement tardy/late protocols.

| | | | |
|---|---|--|---|
| Reasoning for using this action: | <input checked="" type="checkbox"/> Strong Evidence | <input type="checkbox"/> Moderate Evidence | <input type="checkbox"/> 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), (CWAS Tier 3)
- Vang Pao Attendance Team (HSLs, CWAS, Attendance Clerk)
- Power BI
- Home visits (HSLs Tier 1 & 2), (CWAS Tier 3)
- Attendance Chats (CWAS)
- A2A Meetings (Attendance Clerk)
- Health Office Referrals
- School Climate & Culture Data (Parent & Student)
- ATLAS Entry Data (Counseling or Other)

Owner(s):

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

Timeline:

- Daily
- Weekly
- Monthly
- Quarterly Incentives

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

- School-wide structures and incentives will be continued, refined and/or created to support getting students to school "Every Minute of Every Day."
- Students that have attendance concerns will work closely with HSLs and/or CWAS to be connected throughout the school year.

- Supplemental contracts will be provided for staff as well as outside vendors and agencies as needed.
- Materials and Supplies needed:
 - Graphics - Direct services for additional materials such as certificates and other resources necessary to support student attendance.
 - Direct Services for Food Services for students/parent engagement and activities.
 - Purchase orders to vendors to support student/parent activities focused on attendance.
 - Funds to provide students attendance incentives such as monthly rallies and quarterly Fun Works Assemblies. Incentives will be purchased from outside vendors through purchase orders.
 - Supplemental contracts for teachers and staff (Saturday Academy, After-school tutoring).
 - Substitutes to provide coverage for teachers to attend COST meetings or attend professional learning/planning around student attendance and/or school-related activities on attendance.
 - Provide funds for costs for students to participate in and incentives for perfect attendance such as quarterly assemblies from Fun Works, etc.
 - Additional Copy Machine and maintenance to support/provide materials for attendance.
 - Supplemental materials, supplies, and resources such as:
 - Materials and other items required/needed to support students' attendance
 - Other consumable supplies for attendance
 - Books and other reference materials as needed

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

ADA Attendance

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

- COST and Attendance Team will be implemented and meet monthly to establish interventions and monitor students who are continuously tardy and/or absent
- The HSLs and/or CWAS will partner with identified students 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 include the African American student population. In digging deeper, it is noted that 23 out of 37 African-American students are considered to have chronic or severely chronic attendance. The following services will be provided:

- COST and Attendance Team will be implemented and meet monthly to establish interventions and monitor students who are continuously tardy and/or absent
- The HSLs and/or CWAS will partner with identified students 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 3

Title: Suspensions Per 100

Action Details:

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

1. Continue implementation of a 3 Tiered Level of response and supports to address student behaviors and behavior incidents.
2. Fully implement all Safe and Civil components such as Class Meetings, Second Step, Guidelines for Success, Growth Mindset, and CHAMPS for all students.
3. Continue to fully implement Character Counts! focus school-wide.
4. Fund a TSA to support SEL through the following strategies but not limited to: build connections, teach individual students, work with small groups and engage them in SEL strategies
5. Implement a COST Team to support students' academic, behavioral, social-emotional, and health needs.

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

1. Teachers and Staff will create a positive school environment by providing SEL opportunities on a daily basis.
2. Students with recurring Tier 2 behaviors will be referred to the COST team to plan for interventions to address specific behaviors.
3. Students with recurring Tier 2 and Tier 3 behaviors that have not improved through COST interventions will be referred to the SST Team.
4. Admin will hold parent meetings with all students who have repeatedly demonstrated Tier 3 misbehaviors. Parents of these students will be provided resources to support the progress of their child at home.
5. Fund a TSA to provide intervention to a cohort of identified Tier 2 and Tier 3 students needing more individualized support for behavioral needs.
6. HSLs will connect with parents and families to increase communication between families and school staff to address any questions or concerns.

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

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

- Principal
- Vice-Principals
- COST Team
- Teachers
- Parents
- Students
- HSLs
- CWAS
- TSAs
- ILT
- PRIDE Team
- SPED Team

Timeline:

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

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

- All students will participate in Class Meetings and Second Step lessons on a weekly basis to ensure that students are connected to school socially and emotionally.
- School-wide structures and incentives will be continued, refined, and/or created to support positive student behaviors.
- TSA 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, Second Step, and Olweus Curriculum
 - Materials and supplies to support SEL lessons and activities
 - Positive behavior incentives
 - Purchase orders to vendors to support student/parent activities focused on Pillars of Character and SEL
 - Funds to provide student incentives focused on Pillars of Character and SEL, such as monthly rallies and quarterly Fun Works Assemblies.

- Incentives will be purchased from outside vendors through purchase orders.
- Supplemental Contracts for teachers and staff (Saturday Academy, After-school tutoring)
- Funds for conferences and travel expenses for staff professional learning on Pillars of Character and SEL
- Substitutes to provide coverage for teachers to attend COST meetings or attend professional learning/planning around student SEL needs
- Provide funds for students to participate in activities and incentives for Pillars of Character and SEL, such as quarterly assemblies from Fun Works, etc.
- 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:

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

Specify enhanced services for low-performing student groups:

- Student discipline and suspension data will be used to ensure that low-performing students are provided access to social-emotional resources.
- TSA will be supporting low-performing students including our African American students who fall in tier 2 by connecting and building relationships.

2022-2023 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 | LCFF: EL | Attendance & Social Work Service | Cls Sup-Ext | | | HSL extra time for support for attendance, behavior, and parent and community engagement. | 2,618.00 |
| G3A1 | One-time School | Instruction | Direct Trans | | | : Transportation for students as needed to promote student engagement for off-campus, extra-curricular activities, such as Peach Blossom and other engagements. Goals 1, 2, 3, Actions 1-3 | 10,000.00 |
| G3A1 | One-time School | Instruction | Cons Svc/Oth | | | Fun Works : Fun Works: Contract from Fun Works to support and build a positive school culture for students. Promoting student connections and supporting SEL. Goals 1-5, Actions 1-3. | 5,000.00 |
| G3A2 | Title 1 Basic | Attendance & Social Work Service | Local Mileag | | | HSL mileage for home visits to support Goals 1, 2, 3, 5, Actions 1-3. | 200.00 |

\$17,818.00

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 | ✓ | | 88.1 % | 2021-2022 | 93.2 % |

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
 This is a fairly new goal and action for the 21/22 school year.

Staff Survey – Overall Positive in Belonging Domain
 Due to pandemic, we were limited to the types of staff engagement. Many meetings were held virtually and limited the in-person connections. We held some on-campus in-person connection, virtual connections, such as, breakout rooms, games, and ice breakers were implemented to build and support relationships. Incentives were provided.

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

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).

This is a fairly new goal and action for the 21/22 school year. We were able to do a lot more staff engagement and connections since all staff and students were on campus. It helped to build some of the connections. However, many whole staff meetings and PLs were still virtual which has resulted in many veteran and new staff not really knowing each other.

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 2022-23 SPSA.

This is a fairly new goal and action for the 21/22 school year. 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 22/23 school year.

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

1 SSC:

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

2 ELAC:

Only one English Learner parent attended both ELAC meetings in February and March. Parent is also a member of the SSC, so not much information was shared about SPSA during ELAC meetings.

3 Staff:

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 22/23 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 quarterly staff gatherings, monthly Coffee Hours, monthly Birthday Celebrations, Staff Bucket Fillers, Monthly Staff Connection activities, etc.
2. Vang Pao PRIDE and ILT team will support and reach out to staff to build positive relationships.
3. Vang Pao will welcome new staff with 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 Instructional 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
- ILT
- PRIDE Team
- TSAs
- Instructional Coach

Timeline:

- Monthly
- Quarterly
- Bi-Annually

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

Materials Needed:

- Materials and supplies to support staff in building positive relationships and promoting positive staff culture
- Purchase orders to vendors to support staff in building positive relationships and promoting positive staff culture
- Supplemental Contracts for teachers and staff
- Funds for conferences and travel expenses for staff professional learning in building positive relationships and promoting positive staff culture.
- Substitutes to provide coverage for teachers, to attend meetings, 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 required/needed to support staff in building positive relationships and promoting positive staff culture.
- Books and other reference materials as needed.
- Graphics to run staff handbooks, curriculum resources, such as, Tulare County Office of Education Deconstructed Standards booklet and notebooks.

Specify Professional Development or Staff Services to support EL students:

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

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

- Professional Learning and PLC focused on the needs of low-performing student groups will be provided for staff.
- 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.

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0567 Vang Pao Elementary (Locked)

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

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|--------|-----------------|-----------------------------------|--------------|-----------|-----|---|-----------|
| G4A1 | Sup & Conc | Instruction | Direct-Maint | | | Direct maintenance for technology and other school site needs to support Goals 1 - 5; Actions 1 - 3. | 2,000.00 |
| G4A1 | Sup & Conc | Instruction | Direct-Food | | | : Direct food services for student, staff, and parent engagement to support student academics and social-emotional learning needs of students for Goals 1-5, Actions 1-3. | 5,000.00 |
| G4A1 | One-time School | In-House Instructional Staff Deve | Travel | | | : Conference fees and travel will be provided to build the capacity of staff to support Goals 1-5, Actions 1-3. | 40,000.00 |

\$47,000.00

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 | ✓ | | 90.58 % | 2021-2022 | 95.68 % |

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

Due to the pandemic, parents and visitors were not able to come on campus which limited many of the actions and engagement opportunities that they could participate in. This is a fairly new goal and action so there are no actions to compare or analyze.

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

Family Goal - Site Defined

Due to the pandemic, parents and visitors were not able to come on campus which limited many of the actions and engagement opportunities that they could participate in. This is a fairly new goal and action so there are no actions to compare or analyze.

Most of the engagement opportunities for parents were virtual and many parents were not able to join due to lack of technology and/or the knowledge of using technology.

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).

This will continue to be a new goal and action for the 22/23 school year since parents and visitors were not able to come on campus due to the pandemic. There are no actions to compare or analyze.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

This will continue to be a new goal and action for the 22/23 school year since parents and visitors were not able to come on campus due to the pandemic. There are no actions to compare or an

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

1 SSC:

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 22/23 school year. Parents at the SSC did not have any suggestions. Two of the SSC parents did want to start a parent club to support involvement of other parents to promote community partnerships.

Due to the pandemic, parents and visitors were not able to come on campus which limited many of the actions and engagement opportunities that they could participate in. This is a fairly new goal and action so there are no actions to compare or analyze.

Most of the engagement opportunities for parents were virtual and many parents were not able to join due to lack of technology and/or the knowlegde of using technology.

2 ELAC:

Only one English Learner parent attended both ELAC meetings in February and March. Parent is also a member of the SSC so not much information was shared about SPSA during ELAC meetings.

Due to the pandemic, parents and visitors were not able to come on campus which limited many of the actions and engagement opportunities that they could participate in. This is a fairly new goal and action so there are no actions to compare or analyze.

Most of the engagement opportunities for parents were virtual and many parents were not able to join due to lack of technology and/or the knowlegde of using technology.

3 Staff:

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

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 22/23 school year. Parents at the SSC did not have any suggestions. Two of the SSC parents did want to start a parent club to support involvement of other parents to promote community partnerships.

Due to the pandemic, parents and visitors were not able to come on campus which limited many of the actions and engagement opportunities that they could participate in. This is a fairly new goal and action so there are no actions to compare or analyze.

Most of the engagement opportunities for parents were virtual and many parents were not able to join due to lack of technology and/or the knowlegde of using technology.

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 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 events with Fun Works, parent volunteer appreciation dinner, etc.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

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

Timeline:

- Monthly
- Quarterly
- Bi-Annually

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

- HSL: 1 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 conferences and travel expenses for staff professional learning to support parent and community engagement to build a positive and collaborative school culture.
 - Substitutes to provide coverage for teachers to attend meetings or attend professional learning/planning around parent and community engagement to build a positive and collaborative school culture
 - Supplemental materials, supplies, and resources such as:
 - Materials and other items required/needed to support parent and community engagement to build a positive and collaborative school culture.
 - Books and other reference materials as needed.
 - Graphics for Parent Handbook, Certificates of Appreciation for parent volunteers, and other resources and materials.

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

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

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

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

2022-2023 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 | | | Translating and interpreting support for parent/teacher conferences, SSC, SSTs, and other parent meetings. Goals 1, 2, 3, 5, Actions 1-3. | 5,887.00 |
| G5A1 | Title 1 Basic | Parent Participation | Cls Sup-Sup | | | Babysitting to support parent engagement for meetings addressing Goals 1-5. | 3,532.00 |
| G5A1 | Title 1 Basic | Parent Participation | Mat & Supp | | | Parent materials and supplies to support parent engagement in school events and activities, such as SSC, parent classes, etc. to support Actions 1-3. **NO FOOD OR INCENTIVES** | 2,558.00 |
| G5A1 | Sup & Conc | Parent Participation | Mat & Supp | | | : Parent materials and supplies which may include purchase orders for vendors to support parent engagement and communication for Goals 1-5, Actions 1-3. | 10,000.00 |
| G5A1 | LCFF: EL | Attendance & Social Work Service | Cls Sup-Reg | Liaison, Home/School Hmong | 0.7500 | | 56,080.00 |

\$78,057.00

2022-2023 Budget for SPSA/School Site Council

State/Federal Dept 0567 Vang Pao Elementary (Locked)

| Action | Funding | Spending Activity | Expense | Personnel | Fte | Vendor / Purpose Of Expenditure | Budget |
|--------|-----------------|-------------------|---------------|-----------|--------|---|-----------|
| G1A1 | Title 1 Basic | Instruction | Teacher-Regu | Tutor | 0.4375 | Certificated tutor to support Reading Intervention of Tier 3 students | 30,477.00 |
| G1A1 | Title 1 Basic | Instruction | Teacher-Subs | | | Substitutes for Data Chats, SSTs, PLs, PLC, Conferences and engagement opportunities. Goals 1-5, Actions 1-3. **NO IEPS** | 6,028.00 |
| G1A1 | Title 1 Basic | Instruction | Teacher-Supp | | | Supplemental contract for tutoring, PL, and PLC. Support Goal 1-5, Actions 1-3. **NO IEPS** | 14,856.00 |
| G1A1 | Title 1 Basic | Instruction | Nc-Equipment | | | Purchase of tablets/laptops and other necessary technology, such as printers, projectors, projector bulbs, document cameras, etc. to support instruction of students' academic and social-emotional learning and staff, and parent and community engagement to support Goals 1-5, Actions 1-3. | 20,000.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Regu | Tutor | 0.3125 | Certificated tutor to support Reading Intervention of Tier 3 students | 32,190.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Supp | | | Supplemental contracts for tutoring, PL, PLC, and ELPAC Assessors. Support Goal 1-5, Actions 1-3. | 12,380.00 |
| G1A1 | Sup & Conc | Instruction | Bks & Ref | | | Instructional support software licenses, will pay for licenses, such as Smart Learning Suite-Lumio, Edcite, etc to support Goals 1 -4; Actions 1 - 3. | 2,000.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | : Supplemental instructional materials and supplies for students and staff to support Goals 1 - 5, Action 1 -3. Incentives for students to promote academics, social emotional needs and engagements. Materials and supplies to build and support a positive and collaborative school culture for students, staff, and parent and community, which may include food and various items as necessary. Direct services of on and off campus field trips 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. | 60,072.00 |
| G1A1 | Sup & Conc | Instruction | Nc-Equipment | | | Purchase of tablets/laptops and other necessary technology, such as printers, projectors, projector bulbs, document cameras, etc. to support instruction of students' academic and social emotional learning to support Goals 1 - 5; Actions 1 -3. | 8,502.00 |
| G1A1 | Sup & Conc | Instruction | Subagreements | | | California Teaching Fellows Foundation : California Teaching Fellows Spit Funded with 7090. | 6,285.00 |
| G1A1 | LCFF: EL | Instruction | Teacher-Regu | Tutor | 0.1250 | Certificated tutor to support Reading Intervention of Tier 3 students | 12,877.00 |
| G1A1 | LCFF: EL | Instruction | Subagreements | | | California Teaching Fellows Foundation : California Teaching Fellows | 6,147.00 |
| G1A1 | One-time School | Instruction | Subagreements | | | California Teaching Fellows Foundation : California Teaching Fellows Split Funded with 7090 | 87,452.00 |
| G1A1 | One-time School | Instruction | Direct-Graph | | | : Graphic Dept. will be utilized for various certificates and incentives, staff and parent resources to support academic and social-emotional learning needs of | 2,000.00 |

| | | | | | | | |
|------|-----------------|----------------------------------|---------------|---------------------|--------|---|------------|
| G1A1 | | Instruction | Direct-Graph | | | students. Goals 1-5, Action 1-3. | 7,000.00 |
| G1A2 | Sup & Conc | Instruction | Teacher-Regu | Teacher, Spec Assgn | 0.7500 | New position: Will be supporting students both in SEL and Math Intervention for Grades 3 - 6. | 114,009.00 |
| G1A2 | Sup & Conc | Instruction | Mat & Supp | | | Supplemental instructional materials and supplies for students and staff to support Goals 1 - 5, Action 1 -3. Incentives for students to promote academics, social emotional needs and engagements. Materials and supplies to build and support a positive and collaborative school culture for students, staff, and parent and community, which may include food and various items as necessary. Direct services of on and off campus field trips 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. | 22,114.00 |
| G1A2 | Sup & Conc | Instruction | Copier Maint | | | Copier lease for staff to use upstairs for instructional and SEL support to address Goals 1 - 5; Actions 1 -3. | 8,000.00 |
| G1A2 | LCFF: EL | Instruction | Teacher-Regu | Teacher, Spec Assgn | 0.2500 | New position: Will be supporting students both in SEL and Math Intervention for Grades 3 - 6. | 38,004.00 |
| G1A2 | One-time School | Instruction | Nc-Equipment | | | : Purchase of tablets/laptops and other necessary technology, such as printers, projectors, projector bulbs, document cameras, etc. to support instruction of students' academic and social-emotional learning and staff, parent, and community engagement to support Goals 1-5, Actions 1-3. | 10,000.00 |
| G1A3 | LCFF: EL | Instruction | Mat & Supp | | | Supplemental instructional materials and supplies for students and staff to support Goals 1 - 5, Action 1 -3. Incentives for students to promote academics, social emotional needs and engagements. Materials and supplies to build and support a positive and collaborative school culture for students, staff, and parent and community, which may include food and various items as necessary. Direct services of on and off campus field trips 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. | 1,774.00 |
| G1A3 | LCFF: EL | Instruction | Nc-Equipment | | | Purchase of tablets/laptops and other necessary technology, such as printers, projectors, projector bulbs, document cameras, etc. to support instruction of students' academic and social emotional learning to support Goals 1 - 5; Actions 1 -3. | 100.00 |
| G3A1 | LCFF: EL | Attendance & Social Work Service | Cls Sup-Ext | | | HSL extra time for support for attendance, behavior, and parent and community engagement. | 2,618.00 |
| G3A1 | One-time School | Instruction | Direct Trans | | | : Transportation for students as needed to promote student engagement for off-campus, extra-curricular activities, such as Peach Blossom and other engagements. Goals 1, 2, 3, Actions 1-3 | 10,000.00 |
| G3A1 | One-time School | Instruction | Cons Svc/Oth | | | Fun Works : Fun Works: Contract from Fun Works to support and build a positive school culture for students. Promoting student connections and supporting SEL. Goals 1-5, Actions 1-3. | 5,000.00 |
| G3A2 | Title 1 Basic | Attendance & Social Work Service | Local Mileage | | | HSL mileage for home visits to support Goals 1, 2, 3, | 700.00 |

| | | | | | | |
|------|-----------------|-----------------------------------|---------------|----------------------------|--|---------------------|
| G3A2 | | Attendance & Social Work Service | Local Mileage | | 5, Actions 1-3. | 2000.00 |
| G4A1 | Sup & Conc | Instruction | Direct-Maint | | Direct maintenance for technology and other school site needs to support Goals 1 - 5; Actions 1 - 3. | 2,000.00 |
| G4A1 | Sup & Conc | Instruction | Direct-Food | | : Direct food services for student, staff, and parent engagement to support student academics and social-emotional learning needs of students for Goals 1-5, Actions 1-3. | 5,000.00 |
| G4A1 | One-time School | In-House Instructional Staff Deve | Travel | | : Conference fees and travel will be provided to build the capacity of staff to support Goals 1-5, Actions 1-3. | 40,000.00 |
| G5A1 | Title 1 Basic | Parent Participation | Cls Sup-Sup | | Translating and interpreting support for parent/teacher conferences, SSC, SSTs, and other parent meetings. Goals 1, 2, 3, 5, Actions 1-3. | 5,887.00 |
| G5A1 | Title 1 Basic | Parent Participation | Cls Sup-Sup | | Babysitting to support parent engagement for meetings addressing Goals 1-5. | 3,532.00 |
| G5A1 | Title 1 Basic | Parent Participation | Mat & Supp | | Parent materials and supplies to support parent engagement in school events and activities, such as SSC, parent classes, etc. to support Actions 1-3. **NO FOOD OR INCENTIVES** | 2,558.00 |
| G5A1 | Sup & Conc | Parent Participation | Mat & Supp | | : Parent materials and supplies which may include purchase orders for vendors to support parent engagement and communication for Goals 1-5, Actions 1-3. | 10,000.00 |
| G5A1 | LCFF: EL | Attendance & Social Work Service | Cls Sup-Reg | Liaison, Home/School Hmong | 0.7500 | 56,080.00 |
| | | | | | | \$638,142.00 |

| Funding Source Totals | Unit # | Budget Totals |
|-----------------------|--------|---------------------|
| Title 1 Basic | 3010 | \$83,538.00 |
| Sup & Conc | 7090 | \$282,552.00 |
| LCFF: EL | 7091 | \$117,600.00 |
| One-time School | 7099 | \$154,452.00 |
| Grand Total | | \$638,142.00 |

| Goal Totals | Budget Totals |
|--|---------------------|
| G1 - Improve academic performance at challenging levels | \$495,267.00 |
| G3 - Increase student engagement in their school and community | \$17,818.00 |
| G4 - Increase recruitment and retention of staff reflecting the diversity of our community | \$47,000.00 |
| G5 - Increase inclusive opportunities for families to engage in their students' education | \$78,057.00 |
| Grand Total | \$638,142.00 |