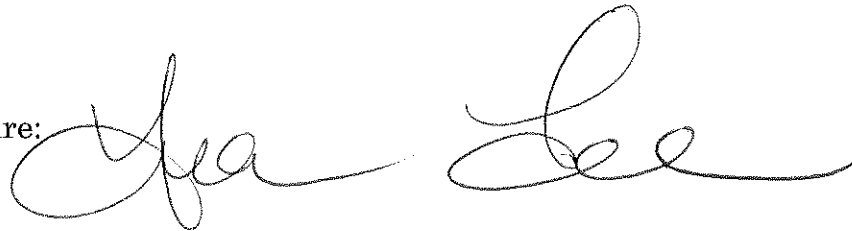


Vang Pao Elementary

10621660119339

Principal's Name: Yua Lee

Principal's Signature:

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

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

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

| District Goals | |
|--|---|
| <p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p> | |
| Student Goal | Improve academic performance at challenging levels |
| Student Goal | Expand student-centered and real-world learning experiences |
| Student Goal | Increase student engagement in their school and community |
| Staff Goal | Increase recruitment and retention of staff reflecting the diversity of our community |
| Family Goal | Increase inclusive opportunities for families to engage in their students’ education |

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

Consolidated Program Assurances

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

School Site Council

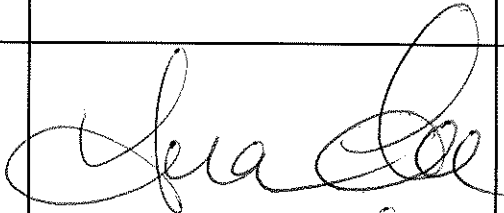
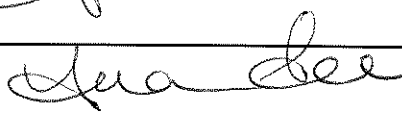

| School Site Council List | | | | | |
|---------------------------------|------------------|--------------------------|--------------------|--------------------------------|--------------------------|
| Member Name | Principal | Classroom Teacher | Other Staff | Parent/Community Member | Secondary Student |
| 1. Principal - Yua Lee | X | | | | |
| 2. Chairperson - Yua Lee | X | | | | |
| 3. Maria Martinez | | | | X | |
| 4. Chia Thao | | | | X | |
| 5. Chee Vang | | | | X | |
| 6. Karen Vang | | | | X | |
| 7. Kristina Yang | | X | | | |
| 8. Jenny Yang | | X | | | |
| 9. Tilly Xiong | | X | | | |
| 10. Serina Thao | | | X | | |
| 11. | | | | | |
| 12. | | | | | |
| 13. | | | | | |
| 14. | | | | | |
| 15. | | | | | |

Check the appropriate box below:

ELAC reviewed the SPSA as a school advisory committee.

ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

| School Name: Vang Pao Elementary | | | |
|---|---|---|---------|
| Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement. | | | |
| Title | Print Name Below | Signature Below | Date |
| Principal | Yua Lee |  | 3/26/25 |
| SSC Chairperson | Yua Lee Chia Thuo (Parent member) |   | 3/26/25 |

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

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

FY 2025/26

Vang Pao - 0567

ON-SITE ALLOCATION

| | | |
|------|-----------------------------------|-------------|
| 3010 | Title I | \$100,464 * |
| 7090 | LCFF Supplemental & Concentration | \$316,518 |
| 7091 | LCFF for English Learners | \$120,582 |

TOTAL 2025/26 ON-SITE ALLOCATION **\$537,564**

| | |
|---|------------------|
| * These are the total funds provided through the Consolidated Application | |
| * Title I requires a specific investment for Parent Involvement | |
| Parent Involvement Budget - Minimum | \$2,912 |
| Program Budget | \$97,552 |
| Total Title I Allocation | <u>\$100,464</u> |

ESSA Assistance Status: Not Identified for Assistance

Vang Pao Elementary 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

| Goal 1 Metrics | Required | Current Target | Actual | As Of | Target |
|--|----------|----------------|------------|-----------|------------|
| ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner) | ✓ | | 44.3 % | 2023-2024 | 45.4 % |
| SBAC ELA - Average distance from standard | ✓ | -17 pts | -24.6 pts | 2023-2024 | -9.6 pts |
| SBAC ELA - Average distance from standard (Students w/ Disabilities) | ✓ | -116 pts | -133.5 pts | 2023-2024 | -118.5 pts |
| SBAC ELA - percentage of students met/exceeded standard | ✓ | 50 % | 41.2 % | 2023-2024 | 46.2 % |
| SBAC Math - Average distance from standard | ✓ | -9.3 pts | -27.6 pts | 2023-2024 | -12.6 pts |
| SBAC Math - Average distance from standard (Students w/ Disabilities) | ✓ | | -109.4 pts | 2023-2024 | -94.4 pts |
| SBAC Math - percentage of students met/exceeded standard | ✓ | 56 % | 39.2 % | 2023-2024 | 44.2 % |

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

The problems of practice identified include inconsistent alignment with all components of reading foundational skills and morphology instruction, as well as a lack of clarity around standards and instructional expectations. Site, local, and interim assessments (BAS, FSA, DIBELS, i-Ready, IAB and FIAB,) are not being consistently used to inform instruction and drive data-based decisions. Additionally, mathematics instruction does not consistently foster conceptual understanding, limiting students' ability to apply their learning in meaningful ways. Furthermore, the inconsistent implementation of academic discourse and collaborative conversations impacts student engagement and the development of critical thinking skills. These challenges are further compounded by over scaffolding and funneling instruction, which reduce opportunities for students to engage in productive struggle and develop problem-solving skills. Additionally, a lack of student ownership in learning limits their ability to take initiative, self-monitor progress, and develop independence as learners.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

5 causes of students not performing on grade-level in ELA and Math.

1. The need to develop ELA and Math strategies for families to support student learning at home.
2. The need to fully implement a uniform data analysis protocol for staff use to inform instruction and drive data-based decisions.
3. The need for developing impactful and consistent use of engagement strategies that promotes critical thinking skills and metacognition (Collaborative Conversations, Academic Discourse, etc.) for staff.
4. The need to develop student ownership and find the right balance in scaffolding to foster independent learners for staff.
5. The need to build clarity around standards, reading foundational skills components, and developing conceptual understanding for staff.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

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 a minimum of 30-45 minutes of structured Tier 2 and 3 reading support daily for K-6 through the Blended Learning Block model.
- 5 Teaching Fellows to support the Certificated Tutor and 1st and/or 2nd grade's Blended Learning Block (Literacy Skills)
- 3 Teaching Fellows to support the 1st and/or 2nd grade's Blended Learning Block (Literacy Skills)
- TK-K students will receive a minimum of 45-60 minutes of structured Tier 2 and 3 reading support afterschool.
- Funds for on-site professional development, conferences, and travel expenses for staff professional learning to build and support staff capacity in addressing the needs of all students.
- Provide PLC teams or teachers with supplemental contracts for tutoring, PLC+ team collaboration, Learning Days, etc.
- Provide PLC teams with Sub-release days for Learning Days, PLC + collaboration time focusing on the PLC + guiding questions to support student learning.
- TK-3 students will receive LETRS strategies during the ELA block.
- Increase monitoring of instruction and learning through daily classroom observations with specific feedback from the Admin Team with continued focus in Reading Foundational Skills, use of Reciprocal Teaching to build comprehension, and conceptual development for math instruction.
- Strengthen data analysis practices to identify and address targeted skills for improved student learning, while applying specific feedback from the Admin Team.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Language Arts Support and Intervention (RTI)

Fully Implemented

Most of the actions were Fully Implemented; however, we were not able to fill one of the Certificated Tutor positions. Therefore, small-group intervention was not implemented to its fullest potential. As shifts were made to enhance reading foundational skills and comprehension instruction to meet outcomes, shifts were made as a site in Grades 3-6 to implement Reciprocal Teaching during the core ELA block. We are currently in the implementation phases of this strategy and are working on building clarity and shared knowledge of how to effectively and fully implement Reciprocal Teaching. To address this, we are implementing Learning Days to build

teacher capacity with having deeper knowledge of standards and use of evidenced-based strategies to increase student learning outcomes. We are on target to meet our desired student learning outcomes

Action 2: Math Support and Intervention

Partially Implemented

The actions were Partially Implemented; as we shifted our instructional practices to better meet the need of our student learning outcomes. We adjusted our math fluency block to implement math Review/Preview for grades 1-6 and Find-Know-How-Solve math strategies grades TK-6. We are currently in the implementation phase of these strategies. Currently, we are working on building clarity and shared knowledge of these strategies schoolwide to ensure alignment. We are on target to meeting our desired student learning outcome as based on our i-ready data from D1 to D2. Due to shortage of a credentialed teacher in 3rd grade, the Designated TSA was only able to provide one third grade class support in core math; therefore, minimal to no additional math support was provided in grades 4-6.

Action 3: English Language Learners: Support and Intervention

Fully Implemented

The actions were Fully Implemented and on track to meeting the desired outcome. However, the Migrant Afterschool Tutoring Program Support provided by Migrant Education including our ELLs & LTELs was inconsistent as the Teaching Fellow replacement position was not filled.

- In the 2024-25 school year, 32 students were reclassified by the end of the first semester. We strategically ensured our English Language Learners were included to receive comprehensive reading support through a 45-minute Blended Learning Block with a CT 4 days a week.
- Teachers provide additional reading support for students including English Language Learners through the 45-minute Blended Learning Block. We provided the ELD Afterschool Tutoring Program Support to enhance English development of our English learners including our LTELs provided by English Learners Services.
- Teachers implemented Designated (minimum of 20-30 minutes daily) ELD instruction aligned with ELD standards with daily use of scaffolds during instruction aligned with ELD standards Conferencing with students on EL assessments and goal setting based on reclassification criteria Visual Supports (Charts to support Instruction of Content) Leading with Learning Strategies were implemented to support our English Learners
- 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
- Funding for Supplemental materials/supplies along with technology were used to support ELLs during instruction.
- Funded TK-K Teachers for basic reading foundational skills tutoring including support for ELs language

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Language Arts Support and Intervention (RTI)

Effective

The actions were mostly effective; as small-group intervention was not implemented to its fullest potential. Due to the lack of qualified candidates, we were not able to fill our second CT position, which decreased the number of students supported in targeted-small group instruction to build reading foundational skills. However, adjustments were made to maximize support. For the 2024-25 school year, our site had 1 CT and 2 TF provide targeted small group reading support for students, primarily focusing on grades 1. A few students in grades 2-6 were pulled for continued support to build reading foundational skills.

Other effective actions are as follows to improve student learning outcome:

1. Additional TFs were provided to support in 1st grade classrooms with the ELA Blended Learning Block focusing on reading foundational skills. Mid-year (2024-25) BAS data showed these supports have continued to help our students make gains in reading foundational skills and overall reading levels as 65% 1st graders are on target to reading at grade level and beyond.
2. Vang Pao continues to build the capacity of our teachers through the work of Learning Days and PLC+ by using data to inform instruction and drive data-based decisions, collaborating, peer observations, deconstructing standards, building teacher clarity, learning intentions, success criteria, and providing feedback to each other in our weekly PLC + meetings. PLC+ continue to meet to discuss and plan instructional path focusing on grade-level standards, evidence-based strategies, calendar CFAs, IABs, and FIABs.
3. Professional learning focused on Tier 1 instruction of essential components such as implementation of a systematic and explicit phonics instruction,
3. Data analysis including student misconceptions and planning for next steps were discussed to support all students with special focus on EL, SWD, and African American student groups data due to the disproportionality of learning from these student groups.

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

5. Grades 3rd-6th started implementing Reciprocal Teaching in the 2024-25 school during their CORE ELA block. This is year 1 implementation and are on track to meeting desired student learning outcomes as ongoing professional learning will be provided to support and build teacher capacity on Reciprocal Teaching.

Action 2: Math Support and Intervention

Partially Effective

The actions are partially effective-Students are sustaining and on target to meeting the math goals as year-to-year i-Ready data trends show students will sustain or gain 2%-3% on the i-Ready on diagnostic 3.However, shifts in our instructional practices were implemented to better meet the need of our student learning outcomes. We adjusted our math fluency block to implement math Review/Preview for grades 1-6 and Find-Know-How-Solve math strategies grades TK-6. We are currently in the implementation phase of these strategies. Additionally, PLC+ teams are maintaining use Exit tickets, FSA, CFA/CSAs, Interim Block Assessments (IABs), Focused Interim Block Assessments (FIABs), and i-Ready Diagnostics results to monitor student progress, adjust instruction, and identify students for small group intervention and/or acceleration, re-engagement lessons, and review/preview.

Action 3: English Language Learners: Support and Intervention

Effective

The actions were effective as 32 students were reclassified as all grades are implementing Designated ELD for a minimum of 20-30 minutes daily with DELD instruction are aligned with ELD standards. As a site, we will continue to:

- Use of Visual Supports (Charts to support Instruction of Content)
- Use of manipulatives and tools to support student learning
- Multiple opportunities to have peer-to-peer interaction during the instructional day
- 1 District provided Home School Liaisons (8 Hours) Spanish and 1 (6 Hours) Site-Funded Hmong support and communicate with parents regarding student academic progress, reclassification, and/or attendance concerns
- Conferencing with students on EL assessments and goal setting based on reclassification criteria
- Leading with Learning Strategies will continue to be implemented focused on deconstructing math word problems for our ELLs
- Supplemental materials/supplies along with technology will be used to support ELLs during instruction data, only 10.5% of the current English learners with data from the 2024 ELA SBAC CAASPP are meeting/exceeding, where as schoolwide proficiency is at 41%

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We will continue to implement our actions in this goal and ensure more consistency and alignment of the instruction and data analysis of grade-level standards in both ELA and Math. The additional support of the CT and TFs has helped our students to become more proficient readers (Tier II). We will continue to fund teaching fellows to provide targeted small-group instruction to build reading foundational skills with the CT as well as to provide support in 1st grade classroom with ELA Blended Learning Block focusing on reading foundational skills.(Tier I & II). In addition, we will continue to implement the math strategies of Find-Know-How-Solve and Review/Preview in TK through 6 (Tier I).

We started implementing Learning Days to build capacity of teachers and reinforce the professional learning initiatives such as but not limited to: building conceptual understanding, deeper understanding of aspects of rigor, learning progression, clarity of critical standards, Reciprocal Teaching, etc. We are beginning to see evidence of some instructional alignment, expectations as well as deeper understanding of the standards, developing conceptual understanding, understanding of learning progression, and aspect of rigor as evident in PLC+, daily instruction, student work artifacts, and data. (Tier I & II)

Due to inconsistent baseline data from previous year, we will dive deeper into the use of a newly adopted data analysis protocol to improve clarity and deepen the focus of determining priorities of standards and instruction to enhance the support of student learning, critical thinking, and engagement.

Section D: 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.

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 and actions to address goal. ELAC suggestions were shared with SSC. Parents at the SSC did not have any suggestions to add on.

ELAC:

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

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, CT, and Teaching Fellows.

Action 1 :

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 based on 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 through ongoing professional development in the areas of reading/language arts, language development, professional learning communities, and any other areas that enhance literacy development through various organizations and conferences including Corwin, Scholastic, Heinemann, Cullinan, Solution Tree, ADTLE, and Unbound Ed. (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 CAASPP).
3. Teachers (through PLCs) will work through assessment cycles with CFA/CSAs, FSA (Kinder), BAS (K-2), Interim Block Assessments (IABs), and Focused Interim Block Assessments (F-IABs); analyzing data and planning for responses as grade levels and individually. Hmong DLI staff will follow the same protocols to monitor progress for DLI students. (Tier 1)
4. Vang Pao will implement a comprehensive reading support program through a 4-day block per calendar week, that includes a per day minimum starting at 30 minutes and up to 45 "Blended Learning Block"; with emphasis on reading foundational skills and Guided Reading in K-2. During this block, teachers and students will be provided online resources such as, i-Ready, Scholastic, Boost, Sora, and Wonders Online etc. to reinforce and support individualized learning. (Tier 2 & 3)
5. For grades 3-6, continue with an emphasis on reading comprehension (Reciprocal Teaching) and vocabulary development, utilizing the ELA and/or Science/Social Studies content standards and resources in a 4-day block per calendar week that includes a minimum of 30 minutes and up to 45 "Blended Learning Block". During this block, teachers and students will be provided online resources such as, i-Ready, Accelerated Reader, Sora, and Wonders Online etc. to reinforce and support individualized learning. (Tier 2 & 3)

6. Exit tickets, FSA, BAS, i-Ready Diagnostics, and CFA results will be used to assess, monitor student progress, adjust instruction, and identify students for Tier 2 and 3 intervention and/or acceleration.
7. BAS, DIBELS, and i-Ready Diagnostic assessment results will lead to the identification of Tier 2 and 3 intervention students supported by 1 Certificated Tutor and 2 Teaching Fellows.
8. Build the capacity of teachers in both English and Hmong strands through grade level Learning Days and Coaching Cycles for teachers (Planning, Co-Teach, Teach, Reflect, Repeat) with the District Funded Academic Coach.
9. Provide PLC teams with supplemental contracts and/or sub-release days to collaborate in full usage of the 5 PLC+ guiding questions, fostering collective efficacy through data analysis, building a shared understanding of standards, and implementing evidence-based strategies to support student learning.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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 (Tier 1).
- All students will receive a minimum of 30-45 minutes of structured Tier 2 and 3 reading support daily for K-6 through the Blended Learning Block model.
- **5 Teaching Fellows** to support the 1 Certificated Tutor and 1st and/or 2nd through 6th grades' Blended Learning Block.
- 3 Teaching Fellows provided by the Region to support 1st and/or 2nd grader's Blended Learning Block.
- Funds for on-site professional development, conferences, and travel expenses for staff professional learning to build and support staff capacity in addressing the needs of all students
- Admin Team will oversee 1 Certificated Tutor and 2 Teaching Fellows in implementing Tier 2 and 3 intervention for targeted students.
- Supplemental Contracts for Teachers will be provided such as planning, tutoring, PLC, etc.
- Substitutes to support Professional Learning, Learning Days, and the planning needs of PLCs, Teachers, ILT, Data Chats, RTI Progress Monitoring meetings, attendance of conferences and professional development, assessment and data analysis such as FSA, BAS, DIBELS, and Hmong DLI testing.
- Materials and Supplies needed:
 - Direct Services-for Food Services for professional learning of teachers and parent engagement
 - Purchase Orders provided to Vendors, such as Vallarta, etc. to support student/parent engagement/activities, staff professional learning, and building a positive school culture for all stakeholders.
 - Licenses for online Instructional Programs, such as Pear Deck, Nearpod, Scholastic Ooka Island, Reflex, 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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Vang Pao continues to implement plan instruction aligned with the Common Core State Standards (CCSS) for all students and in tandem with the English Language Development Frameworks to support all students including English Language Learners as evident in our actions below. Vang Pao implements a multi-tiered levels of support (MTSS) to address the academic needs of all students.

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

Based on the 2024 CA Dashboard, English Learner student population is performing at the Yellow level in area of English Language Arts as indicated on the CA Dashboard. The identified student group of EL increased 17.2 points from last year, exit from the Orange level to the Yellow level as shown in the CA Dashboard. ELL students went from 54.2 points below standard to 37 points below standard, making positive gains in English Language Arts. However, compared to the schoolwide data, only 10.5% of the current English learners with data from the 2024 CAASPP are meeting/exceeding, where as schoolwide proficiency is at 41%.

Student Groups

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

Students with Disabilities (SWD):

English Learner (EL):

With Title I funds, we plan to support English learner students by providing a Certificated Tutor and 5 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during the Blended Learning Block.

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

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

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

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

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

Students with Disabilities (SWD):

English Learner (EL):

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

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

Additional funds are providing for 1 Certificated Tutors and 5 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during the Blended Learning Block.

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

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

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

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD):

Vang Pao will continue to implement plan instruction aligned with the Common Core State Standards (CCSS) for all students and in tandem with the English Language Development Frameworks to support all students including English Language Learners as evident in our actions below. Vang Pao implements a multi-tiered levels of support (MTSS) to address the academic needs of all students.

- We strategically ensure our English Language Learners are included to receive comprehensive reading support through a minimum of 30-45 minute Blended Learning Block with CT 4 days a week.

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

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

| Short-Term (Learning) Expect to see | Medium-Term (Change in Behavior or Performance) Want to see | Long-Term (Change in Condition) Hope to see |
|---|---|--|
| <p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>All data and outcomes will be analyzed, monitored, and used by Principal, VPs, ILT, PLC Grade-level teams, teachers including SPED, Academic Coach, and CT to inform the instructional path and planning Tier 1 Instruction, 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.</p> <ul style="list-style-type: none"> • Ongoing classroom walkthroughs will be conducted using the FUSD Instructional Practice Guide (IPG) to guide, monitor and enhance teaching practices. Walkthrough data will be analyzed to measure alignment with PL school focus areas and identify strengths and areas for growth. • The short term goal is for 80% of observed classrooms to demonstrate implementation of PL school focus: IPG Tenet 3 Student Ownership. | <p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Vang Pao Principal, VPs, ILT, PLC Grade-level teams, teachers including SPED, Academic Coach, and CT will continue to analyze, monitor, and use multiple data sources to inform instruction and drive data-informed decisions, ensuring improved student academic success.</p> <p>Outcomes will continue to be measured by the following data sources:</p> <ul style="list-style-type: none"> • Exit Tickets for ELA and Math • ELPAC Data • i-Ready Diagnostics • PLC assessments in both ELA and Math such as CFA/CSA • IAB and FIAB • CAASPP • FSA (Kinder) • BAS (K-2) • DIBELS (K-2) • EL Goal Setting - ATLAS • ELlevation (EL-Progress Monitoring) <p>Student outcomes will be measured by growth from assessment to assessment in the i-Ready. The goal is to achieve a 7% increase in the number of students meeting their typical growth and stretch growth compared to last year's i-Ready Results.</p> | <p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Vang Pao Principal, VPs, ILT, PLC Grade-level teams, teachers including SPED, Academic Coach, and CT will continue to analyze, monitor, and use multiple data sources to inform instruction and drive data-informed decisions, ensuring improved student academic success.</p> <ul style="list-style-type: none"> • Exit Tickets for ELA and Math • ELPAC Data • i-Ready Diagnostics • PLC assessments in both ELA and Math such as CFA/CSA • IAB and FIAB • CAASPP • FSA (Kinder) • BAS (K-2) • DIBELS (K-2) • EL Goal Setting - ATLAS • ELlevation (EL-Progress Monitoring) <p>Student outcomes will be measured by growth from SBAC assessment to SBAC assessment. The goal is to decrease the distance for standards by 15 points in ELA</p> <p>Percentage of students meeting/exceeding SBAC will increase proficiency from 36% to 48% in ELA</p> |

Action 2 :

Math Support and Intervention

Action Details:

Vang Pao will continue to implement the district-adopted comprehensive program for math (GoMath). GoMath will be utilized for instruction featuring the Common Core State Standards (CCSS) to provide learning opportunities that incorporate the aspects of rigor for math: conceptual understanding, procedural skills/fluency, and application. Instruction will include opportunities for the application of concepts using real-world problems including digital application using technology for all students. Targeted small group instruction driven by the results from the administration of grade level Exit Tickets, CFA/CSA, IAB, and FIAB. Resources such as GoMath Personal Math Trainer, Reflex, etc can be included in this small group instruction process. Math instruction will also include the practice of grade-level math skills as identified in the Common Core State Standards, through instructional strategies such as preview/review, fluency, 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. Through PLCs, teachers will implement the assessment cycle with Exit Tickets, FSA (Kinder), CFA/CSA's, Interim Block Assessments (IABs), and Focused Interim Block Assessments (F-IABs); analyzing data and planning for responses as a grade level and also, 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 with grade level standards, aligning questions and tasks in daily instruction, Exit Tickets, and CFA/CSAs ensuring the alignment to the CLAIMS/TARGETS (Items Specs for SBAC).
3. Exit tickets, FSA, CFA/CSA's, Interim Block Assessments (IABs), Focused Interim Block Assessments (F-IABs), and i-Ready Diagnostics results will be used to assess, monitor student progress, adjust instruction, and identify students for small group intervention and/or acceleration.
4. Teachers will continue to implement and refine Grade-level Math Commitments through ongoing professional development in the areas of math, professional learning communities, and any other areas that enhance math development through various organizations and conferences including Standards Institute-Math Pathway, Corwin, or any other available math professional development. (Tier 1)
5. Teachers will implement a consistent method for teaching math fluency such as Reflex, fluency drills, spiral reviews, etc., and assessing fluency in mathematics through assessment cycles. PLCs will analyze and address student fluency progress.
6. Online resources and licenses, such as Reflex or similar, will be provided to support math for students to practice and extend their learning of grade-level skills and standards.
7. Build the capacity of teachers in both English and Hmong strands through the grade level Learning Days and Coaching Cycles for teachers (Planning, Co-Teach, Teach, Reflect, Repeat) with the District Funded Academic Coach.
8. Provide PLC teams with supplemental contracts and/or sub-release days to collaborate in full usage of the 5 PLC+ guiding questions, fostering collective efficacy through data analysis, building a shared understanding of standards, and implementing evidence-based strategies to support student learning.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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.
- All students in grades K-6 will have opportunities to practice math Review/Preview, the Find-Know-How-Solve math strategy, and other PL school focus instructional practices to enhance student learning outcomes in mathematics.
- Supplemental Contracts for Teachers will be provided (i.e. Planning, Tutoring, etc.)
- Funds for on-site professional development, conferences and travel expenses for staff professional learning in building and supporting staff capacity in addressing the needs of all students
- Substitutes to support Professional Learning and Planning needs of PLCs, Teachers, ILT, Data Chats, and attendance of conferences and professional development.
- All students will have access to online programs within the GoMath curriculum and other software programs that align with the learning of foundational skills (i.e. I-Ready & Reflex) and other computer-based technology programs to support students for Math
- Materials and Supplies needed:
 - Books and other reference materials as needed
 - Online resources and licenses such as Reflex, Nearpod, Pear Deck, etc.
 - Direct Services - Food Services for professional learning of teachers and parent engagement
 - Purchase Orders provided to Vendors such as Vallarta, etc. to support student/parent engagement/activities and staff professional learning
 - Funds to provide incentives and awards for students' academic progress and achievements
 - Additional Copy Machine and maintenance to support/provide materials
 - Graphics-direct services for additional materials such as charts, booklets, and other resources necessary to support baseline, differentiation, and intervention of Math instruction
 - Supplemental classroom materials, supplies, and resources such as:
 - tablets, projectors, headphones, and other technology items required/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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Vang Pao continues to implement plan instruction aligned with the Common Core State Standards (CCSS) for all students and in tandem with the English Language Development Frameworks to support all students including English Language Learners as evident in our actions below. Vang Pao implements a multi-tiered levels of support (MTSS) to address the academic needs of all students.

- Designated (minimum of 20-30 minutes daily) ELD instruction aligned with ELD standards

- Daily Use of scaffolds during instruction aligned with ELD standards
- Visual Supports (Charts to support Instruction of Content)
- Use of manipulatives and tools to support student learning
- Multiple opportunities to have peer-to-peer interaction during the instructional day
- 1 District provided Home School Liaisons (8 Hours) Spanish and 1 (6 Hours) Site-Funded Hmong to support and communicate with parents regarding student academic progress, reclassification, and/or attendance concerns
- Conferencing with students on EL assessments and goal setting based on reclassification criteria
- Leading with Learning Strategies will continue to be implemented focused on deconstructing math word problems for our ELLs
- Supplemental materials/supplies along with technology will be used to support ELLs during instruction.

Based on the 2024 CA Dashboard, English Learner student population is performing at the Yellow level in area of Mathematics as indicated on the CA Dashboard. The identified student group of EL increased 11.4 points from last year, exit from the Orange level to the Yellow level as shown in the CA Dashboard. ELL students went from 42 points below standard to 35.5 points below standard, making positive gains in English Language Arts. However, compared to the schoolwide data, only 15.1% of the current English learners with data from the 2024 CAASPP are meeting/exceeding, where as schoolwide proficiency is at 39%.

Student Groups

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

Students with Disabilities (SWD):

English Learner (EL):

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

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

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

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

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

Students with Disabilities (SWD):

English Learner (EL):

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

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

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

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

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD):

Vang Pao will continue to implement plan instruction aligned with the Common Core State Standards (CCSS) for all students and in tandem with the English Language Development Frameworks to support all students including English Language Learners as evident in our actions below. Vang Pao implements a multi-tiered levels of support (MTSS) to address the academic needs of all students.

English Learner (EL):

- Designated (minimum of 20-30 minutes daily) ELD instruction aligned with ELD standards
- Daily Use of scaffolds during instruction aligned with ELD standards
- Visual Supports (Charts to support Instruction of Content)
- Use of manipulatives and tools to support student learning
- Multiple opportunities to have peer-to-peer interaction during the instructional day
- 1 District provided Home School Liaisons (8 Hours) Spanish and 1 (6 Hours) Site-Funded Hmong to support and communicate with parents regarding student academic progress, reclassification, and/or attendance concerns
- Conferencing with students on EL assessments and goal setting based on reclassification criteria
- Leading with Learning Strategies will continue to be implemented focused on deconstructing math word problems for our ELLs
- Supplemental materials/supplies along with technology will be used to support ELLs during instruction.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

| Short-Term (Learning) Expect to see | Medium-Term (Change in Behavior or Performance) Want to see | Long-Term (Change in Condition) Hope to see |
|---|---|--|
| <p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>All data and outcomes will be analyzed, monitored, and used by Principal, VPs, ILT, PLC Grade-level teams, teachers including SPED, Academic Coach, and CT to inform the instructional path and planning Tier 1 Instruction, 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.</p> <ul style="list-style-type: none"> • Ongoing classroom walkthroughs will be conducted using the FUSD Instructional Practice Guide (IPG) to guide, monitor and enhance teaching practices. Walkthrough data will be analyzed to measure alignment with PL school focus areas and identify strengths and areas for growth. • The short term goal is for 80% of observed classrooms to demonstrate implementation of PL school focus: IPG Tenet 3 Student Ownership. | <p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Vang Pao Principal, VPs, ILT, PLC Grade-level teams, teachers including SPED, Academic Coach, and CT will continue to analyze, monitor, and use multiple data sources to inform instruction and drive data-informed decisions, ensuring improved student academic success.</p> <p>Outcomes will continue to be measured by the following data sources:</p> <ul style="list-style-type: none"> • Exit Tickets for ELA and Math • ELPAC Data • i-Ready Diagnostics • PLC assessments in both ELA and Math such as CFA/CSA • IAB and FIAB • CAASPP • FSA (Kinder) • BAS (K-2) • DIBELS (K-2) • EL Goal Setting - ATLAS • ELlevation (EL-Progress Monitoring) <p>Student outcomes will be measured by growth from assessment to assessment in the iReady. The goal is to achieve a 7 % increase in the number of students meeting their typical growth and stretch growth compared to last year's i-Ready Results.</p> | <p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Vang Pao Principal, VPs, ILT, PLC Grade-level teams, teachers including SPED, Academic Coach, and CT will continue to analyze, monitor, and use multiple data sources to inform instruction and drive data-informed decisions, ensuring improved student academic success.</p> <ul style="list-style-type: none"> • Exit Tickets for ELA and Math • ELPAC Data • i-Ready Diagnostics • PLC assessments in both ELA and Math such as CFA/CSA • IAB and FIAB • CAASPP • FSA (Kinder) • BAS (K-2) • DIBELS (K-2) • EL Goal Setting - ATLAS • ELlevation (EL-Progress Monitoring) <p>Student outcomes will be measured by growth from SBAC assessment to SBAC assessment. The goal is to decrease the distance for standards by 15 points in Math.</p> <p>Percentage of students meeting/exceeding SBAC will increase proficiency from 39% to 48% in Math.</p> |

Action 3 :

English Language Learners: Support and Intervention

Action Details:

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

1. Teachers will identify their ELL students, identify their proficiency levels and goal set to provide specific targeted actions on how to address their language development needs in the 4 domains (Reading, Writing, Speaking, Listening).
2. Teachers will provide structured supports for EL students that are integrated throughout the instructional day using resources that address the ELD standards in tandem with CCSS standards, such as Wonders and Go Math.

3. Teachers will strategically select researched-based strategies such as Leading with Learning to enhance and support the English language development of EL students.
4. Teachers will provide targeted instruction to meet the students' English language needs during the ELD designated instructional block. Teachers will utilize resources that address the ELD standards in tandem with CCSS standards, such as adopted materials including Wonders and Go Math.
5. The ELD designated block will be a minimum of 20-30 minutes a day.
6. Admin and teachers will revisit EL student data during every PLC, district, and state assessments and/or after each grading period to ensure that students are progressing in the core academic areas.
7. All teachers will ensure that ELD instruction is addressed during PLC meetings to target the language needs of EL students with specific and purposeful planned lessons guided by the ELD standards in tandem with CCSS standards.
8. Build the capacity of teachers to support instruction for ELs in both English and Hmong strands through the Learning Days and Coaching Cycle (Planning, Co-Teach, Teach, Reflect, Repeat) with the District Funded Academic Coach.
9. Provide PLC teams with supplemental contracts and/or sub-release days to collaborate using the PLC+ guiding questions, fostering collective efficacy through a shared understanding of standards and alignment on evidence-based strategies to support student learning.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- All students will receive grade-level instruction with ELD supports and targeted ELD instruction at their English development level. 1st to 6th-grade teachers will have a Designated ELD block of at least 20-30 minutes daily
- All students will be provided the opportunity to engage in Reading, Writing, Speaking and Listening of Complex Text and Math Word Problems with structured supports using resources to address the ELD standards in tandem with CCSS standards, such as, Wonders and Go Math.
- All students will receive minimum of 30-45 minutes of a structured daily Blended Learning Block for grades K-2 and 3 days a week for grade 3-6.
- 5 Teaching Fellows to support the Certificated Tutors and 1st and 2nd grade's Blended Learning Block
- 3 Teaching Fellows provided by the Region to support 1st and/or 2nd grader's Blended Learning Block.
- Admin Team will oversee 1 Certificated Tutors and 2 Teaching Fellows in implementing Tier 2 and 3 intervention for targeted students
- Supplemental Contracts for Teachers will be provided. (i.e. planning, tutoring)
- Funds for on-site professional development, conferences and travel expenses for staff professional learning in building and supporting staff capacity in addressing the needs of ELs and students in the Hmong Dual Language Immersion (DLI) Program.
- Substitutes to support Professional Learning and Planning needs of PLCs, Teachers, ILT, Data Chats, RTI Progress Monitoring meetings and attendance of conferences and professional development, assessment and data analysis for BAS, FSA, DIBELS, and Hmong DLI testing.
- Materials and Supplies needed:
 - Direct Services - for Food Services for professional learning of teachers and parent engagement
 - Purchase Orders provided to Vendors, such as Vallarta, etc. to support student/parent engagement/activities and staff professional learning
 - Licenses for online Instructional Programs, and other computer-based technology programs to support instruction (including RTI);
 - Books and other reference materials as needed
 - Additional Copy Machine and maintenance to support/provide materials
 - Graphics-direct services for additional materials such as charts, booklets, and other resources to support instruction (including RTI)
 - Funds to provide incentives and awards for students' academic progress and achievements for English Learners who are reclassified, such as the end of year celebration with parents providing refreshments and awards
 - Supplemental classroom materials, supplies, and resources such as:
 - tablets, projectors, headphones, and other technology items required/needed to support instruction and intervention for students
 - chart tablets, notebooks, dry-erase boards, dry-erase pens, and other items to support reading, math, and language instruction and intervention

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Vang Pao continues to implement plan instruction aligned with the Common Core State Standards (CCSS) for all students and in tandem with the English Language Development Frameworks to support all students including English Language Learners as evident in our actions below. Vang Pao implements a multi-tiered levels of support (MTSS) to address the academic needs of all students.

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

- Designated (minimum of 20-30 minutes daily) ELD instruction aligned with ELD standards
- Daily use of scaffolds during instruction aligned with ELD standards
- Conferencing with students on EL assessments and goal setting based on reclassification criteria
- Visual Supports (Charts to support Instruction of Content) Leading with Learning Strategies will continue to be implemented
- 1 District provided Home School Liaisons (8 Hours) Spanish and 1 (6 Hours) Site-Funded Hmong to support and communicate with parents regarding student academic progress, reclassification, and/or attendance concerns
- Tier 2 and 3 Interventions 4 times a week for 45 minutes a day
- Supplemental materials/supplies along with technology will be used to support ELLs during instruction.
- ELPAC assessors will be used to support student success on the ELPAC assessment

Based on the 2024 CA Dashboard, English Learner student population is performing at the Yellow level in area of English Language Arts as indicated on the CA Dashboard. The identified student group of EL increased 17.2 points from last year, exit from the Orange level to the Yellow level as shown in the CA Dashboard. ELL students went from 54.2 points below standard to 37 points below standard, making positive gains in English Language Arts. However, compared to the schoolwide data, only 10.5% of the current English learners with data from the 2024 SBAC CAASPP are meeting/exceeding, where as schoolwide proficiency is at 41%.

Based on the 2024 CA Dashboard, English Learner student population is performing at the Yellow level in area of Mathematics as indicated on the CA Dashboard. The identified student group of EL increased 11.4 points from last year, exit from the Orange level to the Yellow level as shown in the CA Dashboard. ELL students went from 42 points below standard to 35.5 points below standard, making positive gains in English Language Arts. However, compared to the schoolwide data, only 15.1% of the current English learners with data from the 2024 SBAC CAASPP are meeting/exceeding, where as schoolwide proficiency is at 39%.

Student Groups

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

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

With Title I funds, we plan to support English learner students by providing a Certificated Tutor and 5 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during the Blended Learning Block.

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

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

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

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

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

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

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

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

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

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

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

As a site: What are the planned actions to support this student group?

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

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

| Short-Term (Learning) Expect to see | Medium-Term (Change in Behavior or Performance) Want to see | Long-Term (Change in Condition) Hope to see |
|--|--|--|
| <p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>All data and outcomes will be analyzed, monitored, and used by Principal, VPs, ILT, PLC Grade-level teams, teachers including SPED, Academic Coach, and CT to inform the instructional path and planning Tier 1 Instruction, 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.</p> <ul style="list-style-type: none"> • Ongoing classroom walkthroughs will be conducted using the FUSD Instructional Practice Guide (IPG) to guide, monitor and enhance teaching practices. Walkthrough data will be analyzed to measure alignment with PL school focus areas and identify strengths and areas for growth. • The short term goal is for 80% of observed classrooms to demonstrate implementation of PL school focus: Designated ELD instruction. | <p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>ang Pao Principal, VPs, ILT, PLC Grade-level teams, teachers including SPED, Academic Coach, and CT will continue to analyze, monitor, and use multiple data sources to inform instruction and drive data-informed decisions, ensuring improved student academic success.</p> <ul style="list-style-type: none"> • Exit Tickets for ELA and Math • ELPAC Data • i-Ready Diagnostics • PLC assessments in both ELA and Math such as CFA/CSA • IAB and FIAB • CAASPP • FSA (Kinder) • BAS (K-2) • DIBELS (K-2) • EL Goal Setting - ATLAS • ELLevation (EL-Progress Monitoring) <p>Outcomes measured by students meeting criteria in the basic skills assessments (e.g. iReady, BAS, etc.)</p> <p>Increase the number of students reclassified by 10% from 32 to 35.</p> | <p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Vang Pao Principal, VPs, ILT, PLC Grade-level teams, teachers including SPED, Academic Coach, and CT will continue to analyze, monitor, and use multiple data sources to inform instruction and drive data-informed decisions, ensuring improved student academic success.</p> <ul style="list-style-type: none"> • Exit Tickets for ELA and Math • ELPAC Data • i-Ready Diagnostics • PLC assessments in both ELA and Math such as CFA/CSA • IAB and FIAB • CAASPP • FSA (Kinder) • BAS (K-2) • DIBELS (K-2) • EL Goal Setting - ATLAS • ELLevation (EL-Progress Monitoring) <p>Outcomes measured by students achieving an overall performance level of 4 (Well-Developed) on the Summative ELPAC.</p> <p>Increase the number of students reclassified by 20% from 32 to 38.</p> <p>Increase the percentage of English Language Learners meeting/exceeding on the ELA SBAC by 7% from 10.5% to 11.2%.</p> <p>Increase the percentage of English Language Learners meeting/exceeding on the Math SBAC by 7% from 15.1% to 16.2%.</p> |

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0567 Vang Pao Elementary (Locked)

G1 - Improve academic performance at challenging levels

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|--------|---------------|-------------------|---------------|-----------|--------|---|-----------|
| G1A1 | Title 1 Basic | Instruction | Bks & Ref | | | Instruction support software licenses will be provided such as Pear Deck, Reflex, etc. to support Goals 1-3, Actions 1-3. | 15,293.00 |
| G1A1 | Title 1 Basic | Instruction | Subagreements | | | California Teaching Fellows Foundation : California Teaching Fellows Foundation: California Teaching Fellows Foundations: Contract to support Goal 1 Actions 1 and 3. CA Teaching Fellows supports with Tier 2 and 3 reading foundational skills. | 80,761.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Regu | Tutor | 0.4375 | Certificated Tutor implementing Tier 2 and 3 intervention for targeted students. For Goal 1 Actions 1-3. | 70,519.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Subs | | | Teacher substitutes for Data Chats, PL, PLC, Learning Days, planning, data analysis, assessment support, teacher coaching cycle/peer-classroom observations, conference attendance, support for staff/student/parent engagement for Goals 1-5, Actions 1-3. | 59,635.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Supp | | | Supplemental contracts for tutoring, PL, PLC+, data analysis, ELPAC assessment, staff/student/parent engagement. Supports Goals 1-5, Actions 1-3. | 36,780.00 |
| G1A1 | Sup & Conc | Instruction | Ins Aide-Sup | | | Supplemental contracts for classified staff to support tutoring. | 4,091.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | Supplemental instructional materials and supplies for students and staff to support Goals 1-5, Actions 1-3. Incentives for students to promote academics, social emotional needs and engagement. Materials and supplies to build and support a positive and collaborative school culture for students, staff, and parent and community, which may include food and various items as necessary. Direct services of on and off campus field trips and engagement opportunities to support students' academic along with social emotional needs as well as staff, families, and community engagement and culture as addressed in Goals 1-5, Actions 1-3. | 70,029.00 |
| G1A1 | Sup & Conc | Instruction | Nc-Equipment | | | Purchase of tablets/laptops and other necessary technology, such as printers, projectors, projector bulbs, document cameras, etc. to support instruction of students' academic and social-emotional learning and staff, and parent and community engagement to support Goals 1-5, Action 1-3. | 2,500.00 |
| G1A1 | Sup & Conc | Instruction | Travel | | | Conference and travel fees will be provided to build the capacity of staff to support | 40,000.00 |

2025-2026 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 | Travel | | | Goals 1-5, Actions 1-3. | 40,000.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Maint | | | Direct maintenance for technological needs, such as radios etc. and school needs. | 2,000.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Graph | | | Graphics Dept. will be utilized for various certificates and incentives, staff and parent resources to support Goals 1-5, Actions 1-3. | 2,000.00 |
| G1A1 | Sup & Conc | Instructional Supervision & Admin | Crt Supr-Sub | | | Admin Substitutes for conferences to build the capacity of admin to support Goals 1-5, Actions 1-3. | 5,964.00 |
| G1A2 | Sup & Conc | Instruction | Copier Maint | | | Copier lease for staff to use upstairs for instruction and SEL support to address Goals 1-5, Actions 1-3. | 9,000.00 |
| G1A3 | LCFF: EL | Instruction | Teacher-Subs | | | Teacher substitutes for Data chats, PL, PLC+ planning, data analysis, assessment support, teacher coaching cycle/peer-classroom observations, conference attendance, ELPAC assessor, support for staff/student/parent engagement. For Goals 1-5, Actions 1-3. | 12,148.00 |
| G1A3 | LCFF: EL | Instruction | Teacher-Supp | | | Supplemental contracts for tutoring, PL, PLC+ planning/data analysis, ELPAC assessment, staff/student/parent engagement. Supports Goals 1-5, Actions 1-3. | 15,325.00 |
| G1A3 | LCFF: EL | Instruction | Mat & Supp | | | Supplemental instructional materials and supplies for students and staff to support Goals 1-5, Actions 1-3. Incentives for students to promote academics, social emotional needs and engagement. Materials and supplies to build and support a positive and collaborative school culture for students, staff, and parent and community, which may include food and various items as necessary. Direct services of on and off campus field trips and engagement opportunities to support students' academic along with social emotional needs as well as staff, families, and community engagement and culture as addressed in Goals 1-5, Actions 1-3. | 8,569.00 |
| 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 and staff, and parent and community engagement to support Goal 1, Actions 1-3. | 2,554.00 |
| G1A3 | LCFF: EL | Instruction | Travel | | | Conference and travel fees will be provided to build the capacity of staff to support Goals 1-5, Actions 1-3. | 8,061.00 |

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0567 Vang Pao Elementary (Locked)

\$445,229.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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 | ✓ | 93.8 % | 85 % | 2024-2025 | 86.1 % |

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Certificated staff are required to attend multiple mandatory meetings, reducing the time available to plan, facilitate, and reflect on student-centered and real-world learning experiences.
 Some students struggle with engagement and participation in student-centered and real-world learning experiences due to behavioral factors, and some parents/guardians are unavailable to chaperone trips.
 Some parents have concerns and prefer not to send their children on out-of-town trips

As reflected in Panorama, expanding opportunities for student-centered and real-world learning experiences for primary grades and third-graders remains a key area for growth.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

1. Limited staff available to assist with facilitation of student-centered/real-world experiences.
2. Fewer student involvement opportunities due to a lack of coaches and club sponsors available.
3. Parent/guardian concerns about out-of-town trips lead to some students not attending field trips.
4. Parent/guardian time constraints and other commitments prevent them from chaperoning trips.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Due to the amount of meetings our certificated staff are required to participate in, our students had limited access to student centered and real-world experiences. However, we are charging our Extended Learning Coordinator with supporting and reaching out to outside agencies, guest speakers, local businesses, organizations and industries in the 25/26 school year to increase real-world learning opportunities, events, and assemblies.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Student Centered and Real-World Learning Experiences

Partially Implemented

1. Many of our students were engaged in student centered field trips and activities on and off campus such as Brickz-4-Kidz, Camp, the Fresno Art Museum, the Downing Planetarium, the California Academy of Sciences, the Big Fresno Fair, College Campus tour, etc.
 2. We provided our students with real-world opportunities such as, connecting with feeder schools and colleges, assemblies to promote real-life experiences such as the Winter Program.
 3. We have a team established and will have meetings to ensure that we live and monitor the SPSA goals and actions.
 4. Shifts were made to expand student centered and real-world learning experiences as data from Panorama indicated a need for building inclusivity and care amongst students at school. Quarterly campaigns was established and implemented to promote Positive Relations & Interactions and Belonging & Student Engagement on campus.
- We will provide our 3rd-6th grade students with a career day featuring professions from different fields, guest speakers, which will include some of our parents to promote the vast career opportunities available for our students.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Student Centered and Real-World Learning Experiences

Effective

The actions were effective-There was an increase in the Fall Climate & Culture student survey data showing that students do feel connectedness and a sense of belongingness to school.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We will continue to provide and ensure that all students participate next year in student centered and real-world experiences on our campus. We will be engaging in partnerships with community agencies and district departments to seek out guest speakers and opportunities to engage our students with real-world experiences.

We will have teachers in 3rd through 6th plan and reach out to different career professionals to come provide information and hands-on experiences for their students.

We will continue with meetings to ensure that we live and monitor the SPSA goals and actions.

We will continue with the quarterly campaigns to promote Positive Relations & Interactions and Belonging & Student Engagement as well as inclusivity and care amongst students at school.

Section D: 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.

SSC:

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

ELAC:

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

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 25/26 school year to continue to build student centered experiences.

Action 1 :

Student Centered and Real-World Learning Experiences

Action Details:

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

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

All identified student groups including *English Learner student population* are not performing in the Red areas according to the 2024 CA Dashboard in the Academic Engagement and Conditions and Climate.

Student Groups

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

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

With Title I funds, we plan to support English learner students by providing a Certificated Tutor and 5 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during the Blended Learning Block.

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

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

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

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

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

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

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

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

Additional funds are providing for 1 Certificated Tutors and 5 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during the Blended Learning Block.

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

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

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

As a site: What are the planned actions to support this student group?

Vang Pao will continue to implement plan instruction aligned with the Common Core State Standards (CCSS) for all students and in tandem with the English Language Development Frameworks to support all students including English Language Learners as evident in our actions below. Vang Pao implements a multi-tiered levels of support (MTSS) to address the academic needs of all students.

- All students including ELL students will be provided with access to student centered and real-world learning experiences.
- Information will be sent home in English, Spanish and Hmong in a timely manner.
- Student participation data will be segregated to monitor EL student participation.
- 1 District provided Home School Liaisons (8 Hours) Spanish and 1 (6 Hours) Site-Funded Hmong to support and communicate with parents regarding student academic progress, reclassification, and/or attendance concerns
- Supplemental materials/supplies along with technology will be used to support ELLs during instruction.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

All data and outcomes will be analyzed, monitored, and used by Principal, VPs, ILT, PLC Grade-level teams, teachers including SPED, Academic Coach, and CT to inform the instructional path and planning Social-Emotional Learning, next steps to re-engage or enrich the learning needs of all students. Panorama survey data will be analyzed by surveyed domains and student needs will be addressed during Cub Time, Class meetings, and/or Second Step.

- Ongoing Classroom walkthroughs will be conducted using the FUSD Instructional Practice Guide (IPG) to monitor and enhance teaching practices. Walkthrough data will be analyzed to measure alignment with PL school focus areas and identify strengths and areas for growth.
- The short term goal is for 80% of observed classrooms to demonstrate implementation of PL school focus: Second Step Lessons/Class Meeting.
- An additional short term goal is for 10% implementation of planned student engagement opportunities, student-centered and real-world experiences by semester one.

Medium-Term (Change in Behavior or Performance) Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Outcomes will be measured by growth from survey to survey.

Student surveys in the domain-Student-centered and Real-world Experience will increase by 3% from 82% to 84.4% as measured in the Fall 2025 Panorama Surveys.

All data and outcomes will be monitored by Principal, VPs, PRIDE team, ILT, PLC grade-levels, and teachers,

Long-Term (Change in Condition) Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Outcomes will be measured by growth from survey to survey.

Student surveys in the domain-Student-centered and Real-world Experience will increase by 5% from 82% to 86% as measured in the Spring 2026 Panorama Surveys.

All data and outcomes will be monitored by Principal, VPs, PRIDE team, ILT, PLC grade-levels, and teachers.

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

| Goal 3 Metrics | Required | Current Target | Actual | As Of | Target |
|------------------------------|----------|----------------|--------|-----------|--------|
| Chronic Absenteeism | ✓ | | 25.8 % | 2023-2024 | 25.2 % |
| Suspension Rate | ✓ | 2.17 % | 4.9 % | 2023-2024 | 4.57 % |
| Suspension Rate - (Hispanic) | ✓ | | 6.1 % | 2023-2024 | 5.77 % |

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

According to the CADashboard, there was a significant decline in chronic absenteeism of 6.5% over the last year. Chronic Absenteeism has decreased over the last year-Exiting our school from ATSI status. Identified student groups are SWD and AA

According to the CADashboard, suspensions have decreased over the last year for the identified student groups of AA and SWD. However, there was a slight overall increase in suspension rates of 0.6% over the last year. Identified student group is HI-increasing 2.3% over the last year.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

1. External factors have led to an increase in students with one or more suspensions.
2. A lack of student empathy and responsibility has been a contributing factor to the increase in students with one or more suspensions.
3. Some students did not receive Tier 2 and 3 SEL supports because parents and guardians declined the opportunities.
4. Cub Time was inconsistently implemented, limiting opportunities for students to build positive relationships.
5. Lack of engagement options/approved vendors for student engagement during unstructured time.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. Revamp Cub Time to ensure implementation of Cub Time activities is focused on building Positive Relations & Interactions amongst peers.
2. Fully Implement Monthly attendance incentives to increase attendance.
3. Continue with quarterly campaigns to promote Positive Relations & Interactions and Student Engagement on campus.
4. Provide structured play during unstructured times.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: ADA Attendance Student Support & Chronic Absenteeism

Fully Implemented

The actions were Fully Implemented and the desired outcome was met-Exiting our school from ATSI status. The percentage of students with chronic absenteeism has improved over the last year.

Action 2: Suspensions Per 100

Fully Implemented

The actions were Fully Implemented; improvements was made in the identified student groups of SWD and AA as shown in the CADashboard over the last year. However, the identified student group Hi increased 2.3% over the last year, even with supports in place. As a school site, we started implementing quarterly campaigns during noontime and in designated classrooms to promote kindness, inclusivity, care, and anti-bullying.

Action 3: Student Engagement Opportunities

Partially Implemented

The actions were Partially Implemented due to the amount of meetings our certificated staff are required to participate in, reducing the time available to plan, facilitate, and reflect on student-centered and real-world learning experiences, resulting in our students had limited access to student centered and real-world experiences.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: ADA Attendance Student Support & Chronic Absenteeism

Effective

The actions were Effective-Chronic absenteeism decreased overall from 32.3% to 25.8%. The two identified student groups improved in Chronic absenteeism.

Action 2: Suspensions Per 100

Partially Effective

The actions were Partially Effective as the identified student groups AA and SWD decreased in suspension rates. Identified student group AA declined 16.6% from last year and identified student group SWD declined 0.9%. The identified student group HI increased 2.3% from last year, even with supports and actions in place. Additionally, there are Tier 3 students who have exhausted site supports and reached out to districts

Action 3: Student Engagement Opportunities

Partially Effective

The actions were Partially effective due to the amount of meetings our certificated staff are required to participate in, reducing the time available to plan, facilitate, and reflect on student-centered and real-world learning experiences, resulting in our students had limited access to student centered and real-world experiences. Additionally, last year, as a school site, we discontinued Fun Works Services, due to a lack of engagement options during unstructured times (recess), we started implementation of the quarterly campaigns.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

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

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

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

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

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

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

Section D: 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.

SSC:

This goal and the actions were presented to SSC in February and

ELAC:

This goal and the actions were presented to ELAC in the February

Staff:

Staff feedback and input were sought out through grade level PLC

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

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

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

Action 1 :

ADA Attendance Student Support & Chronic Absenteeism

Action Details:

Vang Pao will provide Tier 1 incentives to promote the importance of coming to school everyday and on time. Vang Pao will continue to support and educate parents and students on the impact and importance of attendance on academic performance and growth by continuing the partnerships with parents and school site staff.

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- School-wide structures will be continued, refined and/or created to support getting every students to school.
- All students that have attendance concerns will work closely with HSLs and/or Tier 2 IS and School Psychologist to be connected throughout the school year.
- Supplemental contracts will be provided for staff to support with attendance.
- Outside vendors and agencies will be contracted to support with student engagement to promote the importance of attendance as needed.
- Materials and Supplies needed:
 - Graphics - Direct services for additional materials such as certificates and other resources necessary to support student attendance.
 - Direct Services for Food Services for students/parent engagement and activities.
 - Purchase orders to vendors to support student/parent activities focused on attendance.
 - Funds to provide students incentives such as rallies and Assemblies.
 - Incentives will be purchased from outside vendors through purchase orders.
 - Supplemental contracts for teachers and staff (Clubs, Connection & After-school tutoring, etc.).
 - Substitutes to provide coverage for teachers to attend professional learning/planning around student attendance and/or school-related activities on attendance.
 - Provide funds for costs for students to participate in incentives such as assemblies, events, 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
- HSL mileage

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

All student groups including the *English Learner student population is not performing in the Red areas according to 2024 CA Dashboard.*

Student Groups

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

With Title I funds, we plan to support English learner students by providing a Certificated Tutor and 5 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during the Blended Learning Block.

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

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

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

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

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

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

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

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

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

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

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

As a site: What are the planned actions to support this student group?

- Attendance data will be disaggregated to monitor EL Students. (HSLs)
- HSLs will connect and support parents, students, and families of English Learners to monitor and increase attendance.
- TST team and Attendance teams will monitoring attendance data of all students include ELL students in Severely Chronic, Chronic Absenteeism and Manageable to increase attendance.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

All data and outcomes will be analyzed, monitored, and used by Principal, VPs, ILT, PLC Grade-level teams, teachers including SPED, Academic Coach, and CT to inform the instructional path and planning Social-Emotional Learning, next steps to re-engage or enrich the learning needs of all students. Panorama survey data will be analyzed by surveyed domains and student needs will be addressed during Cub Time, Class meetings, and/or Second Step.

- PRIDE team with selected members will have ongoing attendance meetings monitoring quarterly grade-level attendance rates for school-wide and grade-level feedback.
- The short term goal for each grade-level to increase their quarterly attendance rate from their current baseline.

Outcomes will be monitored by Principal, VPs, PRIDE team, TST team, HSLs, Office Manager, Office Assistant, PLC grade-level teams, and teachers,

Medium-Term (Change in Behavior or Performance) Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- The Attendance team and TST team with selected members will have ongoing meetings monitoring students in Severely Chronic, Chronic Absenteeism and students in Manageable including identified student groups for school-wide feedback.
- The goal for the identified students groups in Chronic Absenteeism and Manageable to increase their attendance rate from their current baseline.

Outcomes will be monitored by Principal, VPs, PRIDE team, TST team, HSLs, Office Manager, Office Assistant, PLC grade-level teams, and teachers,

Long-Term (Change in Condition) Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

The goal is to increase school-wide attendance rate to 95% for the 2025-2026 school year.

Outcomes will be monitored by Principal, VPs, PRIDE team, TST team, HSLs, Office Manager, Office Assistant, PLC grade-level teams, and teachers,

Action 2 :

Suspensions Per 100

Action Details:

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

1. Continue implementation of a 3 Tiered Level of response and supports to address student behaviors and behavior incidents.
2. All students will participate in a 15-minute daily opening Positive Social Interaction time (Cub Time) to build and foster relationships between all students and teachers/staff. Through collaboration with staff and students the continuation of Cub Time will be determined.
3. Fully implement all Safe and Civil components such as Class Meetings/Circles, Second Step, Guidelines for Success, Growth Mindset, and CHAMPS for all students.
4. Continue to fully implement Character Counts! focus school-wide.
5. All staff will abide by the Levels of Misbehaviors as laid out by the Vang Pao PRIDE team.

6. Tier 2 IS, Extended Learning Coordinator, and outside agencies, etc., will support all student populations who fall in Tier 2 and 3. Students will receive supports in SEL through the following strategies but not limited to: build connections, teach individual students, work with small groups, and engage them in SEL strategies, school clubs, and activities.
7. Sustain TST and SST Teams to support students' academic, behavioral, social-emotional, and health needs.

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

1. Teachers and Staff will create a positive school environment by providing SEL opportunities on a daily basis.
2. Students with recurring Tier 2 and Tier 3 behaviors that have not improved will be referred to TST and/or SST Teams.
3. Admin will hold parent meetings with all students who have repeatedly demonstrated Tier 3 misbehaviors. Parents of these students will be provided resources to support the progress of their child at home.
4. Tier 2 IS and School Psychologist will connect and build relationships for identified students needing more individualized support for behavioral needs.
5. HSLs will connect with parents and families to increase communication between families and school staff to address any questions or concerns.

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- All students will participate in Class Meetings/Circles and Second Step lessons on a weekly basis to ensure that students are connected to school socially and emotionally.
- All students will participate in a 15-minute daily opening Positive Social Interaction time (Cub Time) to build and foster relationships between all students and teachers/staff. Through collaboration with staff and students the continuation of Cub Time will be determined.
- School-wide structures will be continued, refined, and/or created to support positive student behaviors.
- Tier 2 IS and/or TST team will work with referred students to provide mentoring sessions and teach SEL strategies.
- Invite guest speakers or hold assemblies that focus on the importance of demonstrating good character and the growth mindset.
- Materials Needed:
 - Class Meeting/Circles, Second Step, and Olweus Curriculum
 - Materials and supplies to support SEL lessons and activities
 - Positive behavior incentives
 - Purchase orders to vendors to support student/parent activities focused on Pillars of Character and SEL
 - Funds to provide student incentives focused on Pillars of Character and SEL, such as rallies, assemblies, etc.
 - Incentives will be purchased from outside vendors through purchase orders.
 - Supplemental Contracts for teachers and staff (Saturday Academy, After-school tutoring, Mentoring)
 - Funds for conferences and travel expenses for staff professional learning on Pillars of Character and SEL
 - Substitutes to provide coverage for teachers to attend professional learning/planning around student SEL needs
 - Additional Copy Machine and maintenance to support/provide materials for Pillars of Character and SEL
 - Supplemental materials, supplies, and resources such as:
 - Materials and other items required/needed to support students Pillars of Character and SEL
 - Other consumable supplies
 - Books and other reference materials as needed

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

The English Learner student population is not performing in the Red areas according to 2024 CA Dashboard.

The Identified student groups Hispanic (HI) increased 2.3% from last year, entering the Red threshold as indicated in the 2024 CA Dashboard.

Student Groups

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

English Learner (EL):

Hispanic (HI):

With Title I funds, we plan to support all English learner students including ELL Hispanic students by providing a Certificated Tutor and 5 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during the Blended Learning Block.

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

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

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

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

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

English Learner (EL):

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

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

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

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

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

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

Hispanic (HI):

With 7090 funds we plan to support the identified HI student group by providing Teachers and Classified Staff supplemental contracts for tutoring, professional learning, PLC planning and data analysis, ELPAC assessment, student and parent engagement events and activities.

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

Additional funds are providing for 1 Certificated Tutors and 5 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during the Blended Learning Block.

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

Additionally, with 7090 funds, we plan to purchase necessary instructional online licenses and technology, such as tablets/laptops, document cameras, etc., to support the identified student group (HI) students' academic and social-emotional success.

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

As a site: What are the planned actions to support this student group?

English Learner (EL):

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

Hispanic (HI):

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

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

All data and outcomes will be analyzed, monitored, and used by Principal, VPs, ILT, PLC Grade-level teams, teachers including SPED, Academic Coach, and CT to inform the instructional path and planning Social-Emotional Learning, next steps to re-engage or enrich the learning needs of all students. Panorama survey data will be analyzed by surveyed domains and student needs will be addressed during Cub Time, Class meetings, and/or Second Step.

- Ongoing Classroom walkthroughs will be conducted to monitor and enhance Cub Time practices. Walkthrough data will be analyzed to measure alignment with PL school focus areas and identify strengths and areas for growth.
- The short term goal is for 80% of observed classrooms to demonstrate implementation of PL school focus: Cub Time

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Outcomes will be measured by growth from survey to survey.

Student surveys in the domain-Student-centered and Real-world Experience will increase by 3% from 82% to 84.4% as measured in the Fall 2025 Panorama Surveys.

All data and outcomes will be monitored by Principal, VPs, PRIDE team, ILT, PLC grade-levels, and teachers,

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Outcomes will be measured by growth from survey to survey.

Student surveys in the domain-Student-centered and Real-world Experience will increase by 5% from 82% to 86% as measured in the Spring 2026 Panorama Surveys.

The goal is to decrease suspension rates for all student groups, specifically the identified HI student groups.

All data and outcomes will be monitored by Principal, VPs, PRIDE team, ILT, PLC grade-levels, and teachers.

Action 3 :

Student Engagement Opportunities

Action Details:

1. Vang Pao will provide all students a variety of student engagement opportunities in their school and community, such as the following but not limited to:
 - o Clubs – Leadership 5th/6th, Dance, such as Folkloric and Hmong, Art, etc.
 - o After School Tutoring
 - o Music (K-3, Recorders, Band & Choir)
 - o Cheer
 - o Sports (Football, Volleyball, Basketball, Cross Country, Soccer and Softball)
 - o Peach Blossom
 - o Spelling Bee
 - o Talent Show
 - o Hmong DLI Showcase
 - o School Assemblies such as Rallies, Awards, Success Shop, EL Reclassification Celebration, Assessment Incentives, Grizzlies “Wild About Reading” etc.
2. Vang Pao staff will use Panorama Ed Survey data to ensure the participation of all students and seek to support any student who needs to be engaged in athletics, arts, and school activities.
3. Vang Pao students will be recognized and celebrated for their participation and accomplishments in athletics, arts, and school activities.
4. Vang Pao students will have the opportunity to provide input around preferred activities.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- All students will be provided opportunities to engage in a variety of activities, such as dance groups, cheer, and leadership, etc.
- All students will be provided with access to Goal 3 activities/clubs.
- Students will have the opportunity to engage in district and countywide events associated with select Goal 3 Activities.
- Substitutes to support advisor planning and attendance at student engagement events such as Peach Blossom, Spelling Bee, etc. will be funded.
- Provide funds for transportation and costs, such as student entrance fees for engagement opportunities on and off campus.
- Vang Pao PRIDE Team and LT will plan opportunities for students to showcase their work/talents throughout the school year.
- Supplemental contracts and/or extra time/over time will be provided for staff as well as outside vendors and agencies as needed.
- Materials and Supplies needed:
 - o Additional copy machine and maintenance to support/provide materials.
 - o Graphics-direct services for additional materials, such as certificates and other resources necessary to support student engagement.
 - o Direct Services - for Food Services for student engagement and activities.
 - o Purchase Orders will be provided to vendors to support student engagement/activities.
 - o 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.
 - o Provide students incentives/recognition for participation such as athletics and other Goal 3 school-wide activities.
 - o 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

The English Learner student population is not performing in the Red areas according to 2024 CA Dashboard.

The Identified student groups Hispanic (HI) increased 2.3% from last year, entering the Red threshold as indicated in the 2024 CA Dashboard.

Student Groups

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

Hispanic (HI):

English Learner (EL):

With Title I funds, we plan to support all English learner students including ELL Hispanic students by providing a Certificated Tutor and 5 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during the Blended Learning Block.

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

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

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

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

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

English Learner (EL):

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

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

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

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

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

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

Hispanic (HI):

With 7090 funds we plan to support the identified HI student group by providing Teachers and Classified Staff supplemental contracts for tutoring, professional learning, PLC planning and data analysis, ELPAC assessment, student and parent engagement events and activities.

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

Additional funds are providing for 1 Certificated Tutors and 5 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during the Blended Learning Block.

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

Additionally, with 7090 funds, we plan to purchase necessary instructional online licenses and technology, such as tablets/laptops, document cameras, etc., to support the identified student group (HI) students' academic and social-emotional success.

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

As a site: What are the planned actions to support this student group?

English Learner (EL):

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

Hispanic (HI):

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

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

All data and outcomes will be analyzed, monitored, and used by Principal, VPs, ILT, PLC Grade-level teams, teachers including SPED, Academic Coach, and CT to inform the instructional path and planning Social-Emotional Learning, next steps to re-engage or enrich the learning needs of all students. Panorama survey data will be analyzed by surveyed domains and student needs will be addressed during Cub Time, Class meetings, and/or Second Step.

- Ongoing Classroom walkthroughs will be conducted to monitor and enhance Cub Time practices. Walkthrough data will be analyzed to measure alignment with PL school focus areas and identify strengths and areas for growth.
- The short term goal is for 80% of observed classrooms to demonstrate implementation of PL school focus: Cub Time
- An additional short term goal is for 50% implementation of planned student engagement opportunities, student-centered and real-world experiences by semester one.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Outcomes will be measured by growth from survey to survey.

Student surveys in the domain-Student-Engagement will increase by 3% from 80% to 82.4% as measured in the Fall 2025 Panorama Surveys.

All data and outcomes will be monitored by Principal, VPs, PRIDE team, ILT, PLC grade-levels, and teachers,

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Outcomes will be measured by growth from survey to survey.

Student surveys in the domain-Student-centered and Real-world Experience will increase by 5% from 80% to 85% as measured in the Spring 2026 Panorama Surveys.

The goal is to decrease suspension rates for all student groups, specifically the identified HI student groups.

All data and outcomes will be monitored by Principal, VPs, PRIDE team, ILT, PLC grade-levels, and teachers.

2025-2026 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 | Sup & Conc | Instruction | Direct Trans | | | Transportation for students as needed to promote student engagement for off-campus, extra-curricular activities such as Student Leadership, Peach Blossom, other engagement etc. Goals 1-3, Actions 1-3. | 8,000.00 |
| G3A2 | Title 1 Basic | Parent Participation | Local Mileag | | | HSL mileage for home visits to support goals 1, 2, 3, 5: Actions 1-3. | 200.00 |

\$8,200.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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 | ✓ | 79.4 % | 86.7 % | 2024-2025 | 87.8 % |

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Staff participation in the Fall Climate & Culture Survey decreased by 19 staff from 2023 to 2024.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

1. Competing school initiatives may take precedence over the survey.
2. If the survey is not integrated into existing meetings or schedules, time constraints poses as a challenge.
3. Some staff experienced technical difficulties accessing or submitting the survey.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Stakeholders will have continued opportunities to share feedback through committees, surveys, feedback forms, needs assessment, and open discussion meetings.
We will continue to use our ILT, PRIDE team, SSC, and ELAC to drive leadership decisions and identify opportunities for growth.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Build a Positive and Collaborative Staff Culture.

Fully Implemented

We were able to Fully Implement the actions and build staff culture to help address this goal.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Build a Positive and Collaborative Staff Culture.

Partially Effective

The actions were Partially Effective-the overall percentage in the Fall Climate & Culture Survey remained the same from the previous survey.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

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

1. Vang Pao staff will be provided opportunities to engage in a variety of staff building activities, such as monthly grade level sponsored potlucks, staff gatherings, quarterly Birthday Celebrations, Staff Connection activities, etc.
2. Vang Pao PRIDE and ILT teams will continue to seek staff feedback and input to strengthen relationships and support academic needs.
3. Vang Pao will welcome new staff with the support of school-wide procedures and protocols. All staff will be provided with a Staff Handbook detailing school-wide information including procedures and protocols to support student academics and SEL as well as professional responsibilities and duties.
4. District Funded Academic Coach will support to build the capacity of staff through the Learning Days and the Coaching Cycle (Planning, Co-Teach, Teach, Reflect, Repeat) in both English and Hmong DLI strand.

Section D: 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.

SSC:

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

ELAC:

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

Staff:

Staff feedback and input were sought out through grade-level PLC teams and individually. The majority of staff wanted to keep all the engagement activities for the 25/26 school year to continue with building staff culture.

Action 1 :

Build a Positive and Collaborative Staff Culture.

Action Details:

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

1. Vang Pao staff will be provided opportunities to engage in a variety of staff building activities, such as monthly grade level sponsored potlucks, staff gatherings, quarterly Birthday Celebrations, Staff Connection activities, etc.
2. Vang Pao PRIDE and ILT team will support and reach out to staff to build positive relationships.
3. Vang Pao will welcome new staff with the support of school-wide procedures and protocols. All staff will be provided with a Staff Handbook detailing school-wide information including procedures and protocols to support student academics and SEL as well as professional responsibilities and duties.
4. District Funded Academic Coach will support to build the capacity of staff through Coaching Cycle (Planning, Co-Teach, Teach, Reflect, Repeat) in both English and Hmong DLI strand.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Materials Needed:

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

Supplemental materials, supplies, and resources such as:

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

See Goals 1-3 Actions 1-3.

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

See Goals 1-3 Actions 1-3.

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

See Goals 1-3 Actions 1-3.

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

Student Groups

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

N/A

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

N/A

As a site: What are the planned actions to support this student group?

N/A

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Short term goals is for 50% implementation of planned staff engagement opportunities by semester one.

All data and outcomes will be monitored by Principal, VPs, PRIDE team, ILT, PLC grade-levels, and teachers,

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Outcomes will be measured by growth from survey to survey.

Climate & Culture Staff surveys in the domain-Organizational Environment will increase by 3% from 88% to 90.64% as measured in the Fall 2025 Panorama Surveys.

All data and outcomes will be monitored by Principal, VPs, PRIDE team, ILT, PLC grade-levels, and teachers,

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Outcomes will be measured by growth from survey to survey.

Climate & Culture Staff surveys in the domain-Organizational Environment will increase by 5% from 88% to 92.4% as measured in the Spring 2026 Panorama Surveys.

All data and outcomes will be monitored by Principal, VPs, PRIDE team, ILT, PLC grade-levels, and teachers.

2025-2026 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-Food | | | Direct-food services for students, staff, and parent engagement to support student academics and SEL needs for Goals 1-5, Actions 1-3. | 4,000.00 |

\$4,000.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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 | ✓ | 92.3 % | 94.3 % | 2024-2025 | 95.4 % |

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

By providing multiple ways for families to complete the survey, the Fall Climate & Culture survey saw a 230-response increase from the previous survey, which provided us with more data. However, the initial Spring 2024 survey had a low response rate affecting the baseline, resulting in a drop in favorable responses from 98% in Spring 2024 to 94.3%.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Here are some key areas for growth:

1. Students need additional supports to strengthen their foundational reading skills in the primary grades.
2. Students need additional supports to enhance conceptual understanding of critical math concepts for improved learning outcomes.
3. Increasing opportunities for families to provide input and feedback can strengthen school-home collaboration and the community connections.
4. Limited time availability affects parent participation in school activities.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. The need to equip families with math and literacy knowledge to support their children's learning at home.
2. The need to offer on-campus parent workshops to foster stronger connections with the school community.

3. The need to expand opportunities for families to participate and engage in school activities.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Positive & Collaborative Parent/Community & School Culture

Fully Implemented

The actions were Fully Implemented, parents and visitors were able to come on campus and participate in activities and engagement opportunities.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Positive & Collaborative Parent/Community & School Culture

Partially Effective

The actions were Partially Effective- The Fall Climate & Culture survey indicates that parent engagement remained consistent with the previous year, but with continued outreach efforts and the distribution of paper copies of the family survey, we anticipate increased participation next year.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We will continue using family survey results to guide decisions for enhancing parent engagement while expanding opportunities for families and the community.

To support this, we will offer supplemental contracts for certificated staff to support with parent classes on building math and literacy concepts and skills at least once per semester. Additionally, ILT, PRIDE, Classified, FTA representatives, and Admin will meet regularly to oversee and monitor SPSA goals and actions.

Section D: 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.

SSC:

ELAC:

Staff:

Parent engagement opportunities were shared with SSC in the February and March SSC meetings. Actions for this goal will continue to be written in SPSA and implemented for the 25/26 school year. ELAC suggestions were shared with SSC. Parents at the SSC did not have any suggestions to add.

Parent engagement opportunities were shared with ELAC in the February meeting. Actions for this goal will continue to be written in the SPSA and implemented for the 25/26 school year. Parents at ELAC meetings suggested increasing engagement nights to support academics, offering parent classes, and providing opportunities for parents to teach students about traditions and cultures, such as cooking and dance.

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

Action 1 :

Positive & Collaborative Parent/Community & School Culture

Action Details:

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

1. Vang Pao families and community will engage in multiple opportunities for collaboration with teachers and staff members, such as parent conferences, daily/weekly communications as necessary.
2. Vang Pao staff, primarily HSLs, Tier 2 IS and/or School Psychologist will support families and the community with resources to help in the understanding of their child's academic and emotional needs.
3. Vang Pao staff, primarily HSLs will communicate and collaborate with parents and the community through a variety of events that celebrates the cultural diversity of our school, such as Back to School Night, Title 1, ELAC, SSC, student events, family literacy and math nights, family events, etc.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- HSL: 1 District Funded (8 hour) Spanish Speaking and 1 Site Funded (6 hours) Hmong Speaking
- Extra time provided to both HSLs to support the language needs of parents; including translating and interpreting
- Classified staff supplemental contracts for babysitting and interpreting
- Materials Needed:
 - Materials and supplies to support parents and community in building positive and collaborative school culture
 - Purchase orders to vendors to support parents and the community in building a positive and collaborative school culture
 - Supplemental Contracts for teachers and staff
 - Funds for on-site professional development, conferences, and travel expenses for staff professional learning to support parent and community engagement to build a positive and collaborative school culture.
 - Substitutes to provide coverage for teachers to attend meetings or attend professional learning/planning around parent and community engagement to build a positive and collaborative school culture
 - Supplemental materials, supplies, and resources such as:
 - Materials and other items required/needed to support parent and community engagement to build a positive and collaborative school culture.
 - Books and other reference materials as needed.
 - Graphics for Parent Handbook, Certificates of Appreciation for parent volunteers, and other resources and materials.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

See Goals 1-3 Actions 1-3.

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

See Goals 1-3 Actions 1-3.

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

See Goals 1-3 Actions 1-3.

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

Student Groups

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

N/A

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

N/A

As a site: What are the planned actions to support this student group?

N/A

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Short term goals is for 50% implementation of planned family engagement opportunities by semester one.

All data and outcomes will be monitored by Principal, VPs, PRIDE team, ILT, PLC grade-levels, and teachers,

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Outcomes will be measured by growth from survey to survey.

Climate & Culture surveys in the domain-Family-Engagement will increase by 3% from 94% to 96.82%% as measured in the Fall 2025 Panorama Surveys.

All data and outcomes will be monitored by Principal, VPs, PRIDE team, ILT, PLC grade-levels, and teachers,

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Outcomes will be measured by growth from survey to survey.

Climate & Culture surveys in the domain-Family-Engagement is to sustain 96.82% as measured in the Spring 2026 Panorama Surveys.

All data and outcomes will be monitored by Principal, VPs, PRIDE team, ILT, PLC grade-levels, and teachers.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0567 Vang Pao Elementary (Locked)

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

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|--------|---------------|----------------------------------|-------------|----------------------------|--------|---|-----------|
| G5A1 | Title 1 Basic | Parent Participation | Cls Sup-Sup | | | Babysitting to support parent engagement for meetings addressing Goals 1-5. | 1,310.00 |
| G5A1 | Title 1 Basic | Parent Participation | Mat & Supp | | | Parent materials and supplies to support parent engagement during school events and activities, such as SSC, parent classes, etc. to support Goal 5 Action 1. **NO FOOD OR INCENTIVES** | 2,900.00 |
| G5A1 | Sup & Conc | Parent Participation | Mat & Supp | | | Parent materials and supplies to support parent engagement during school events, meetings, and activities, such as SSC, ELAC, etc. to support Goals 1-5, Actions 1-3. | 2,000.00 |
| G5A1 | LCFF: EL | Parent Participation | Cls Sup-Sup | | | Classified support-Interpret for parent engagement such as ELAC, SSC, Parent-Teacher Conferences. | 2,618.00 |
| G5A1 | LCFF: EL | Attendance & Social Work Service | Cls Sup-Reg | Liaison, Home/School Hmong | 0.7500 | HSL to support students attendance, behavior, and parent and community engagement. | 63,855.00 |
| G5A1 | LCFF: EL | Attendance & Social Work Service | Cls Sup-Ext | | | HSL extra time for support for attendance, behavior, and parent community engagement. | 7,452.00 |

\$80,135.00

2025-2026 Budget for SPSA/School Site Council

State/Federal Dept 0567 Vang Pao Elementary (Locked)

| Action | Funding | Spending Activity | Expense | Personnel | Fte | Vendor / Purpose Of Expenditure | Budget |
|--------|---------------|----------------------------------|---------------|-----------|--------|---|-----------|
| G1A1 | Title 1 Basic | Instruction | Bks & Ref | | | Instruction support software licenses will be provided such as Pear Deck, Reflex, etc. to support Goals 1-3, Actions 1-3. | 15,293.00 |
| G1A1 | Title 1 Basic | Instruction | Subagreements | | | California Teaching Fellows Foundation : California Teaching Fellows Foundation: California Teaching Fellows Foundations: Contract to support Goal 1 Actions 1 and 3. CA Teaching Fellows supports with Tier 2 and 3 reading foundational skills. | 80,761.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Regu | Tutor | 0.4375 | Certificated Tutor implementing Tier 2 and 3 intervention for targeted students. For Goal 1 Actions 1-3. | 70,519.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Subs | | | Teacher substitutes for Data Chats, PL, PLC, Learning Days, planning, data analysis, assessment support, teacher coaching cycle/peer-classroom observations, conference attendance, support for staff/student/parent engagement for Goals 1-5, Actions 1-3. | 59,635.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Supp | | | Supplemental contracts for tutoring, PL, PLC+, data analysis, ELPAC assessment, staff/student/parent engagement. Supports Goals 1-5, Actions 1-3. | 36,780.00 |
| G1A1 | Sup & Conc | Instruction | Ins Aide-Sup | | | Supplemental contracts for classified staff to support tutoring. | 4,091.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | Supplemental instructional materials and supplies for students and staff to support Goals 1-5, Actions 1-3. Incentives for students to promote academics, social emotional needs and engagement. Materials and supplies to build and support a positive and collaborative school culture for students, staff, and parent and community, which may include food and various items as necessary. Direct services of on and off campus field trips and engagement opportunities to support students' academic along with social emotional needs as well as staff, families, and community engagement and culture as addressed in Goals 1-5, Actions 1-3. | 70,029.00 |
| G1A1 | Sup & Conc | Instruction | Nc-Equipment | | | Purchase of tablets/laptops and other necessary technology, such as printers, projectors, projector bulbs, document cameras, etc. to support instruction of students' academic and social-emotional learning and staff, and parent and community engagement to support Goals 1-5, Action 1-3. | 2,500.00 |
| G1A1 | Sup & Conc | Instruction | Travel | | | Conference and travel fees will be provided to build the capacity of staff to support Goals 1-5, Actions 1-3. | 40,000.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Maint | | | Direct maintenance for technological needs, such as radios etc. and school needs. | 2,000.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Graph | | | Graphics Dept. will be utilized for various certificates and incentives, staff and parent resources to support Goals 1-5, Actions 1-3. | 2,000.00 |
| G1A1 | Sup & Conc | Instructional Supervision & Admi | Crt Supr-Sub | | | Admin Substitutes for conferences to build the capacity of admin to support Goals 1-5, Actions 1-3. | 5,964.00 |

| | | | | | | | |
|------|---------------|-----------------------------------|--------------|----------------------------|--------|---|-----------|
| G1A2 | Sup & Conc | Instruction | Copier Maint | | | Copier lease for staff to use upstairs for instruction and SEL support to address Goals 1-5, Actions 1-3. | 9,000.00 |
| G1A3 | LCFF: EL | Instruction | Teacher-Subs | | | Teacher substitutes for Data chats, PL, PLC+ planning, data analysis, assessment support, teacher coaching cycle/peer-classroom observations, conference attendance, ELPAC assessor, support for staff/student/parent engagement. For Goals 1-5, Actions 1-3. | 12,148.00 |
| G1A3 | LCFF: EL | Instruction | Teacher-Supp | | | Supplemental contracts for tutoring, PL, PLC+ planning/data analysis, ELPAC assessment, staff/student/parent engagement. Supports Goals 1-5, Actions 1-3. | 15,325.00 |
| G1A3 | LCFF: EL | Instruction | Mat & Supp | | | Supplemental instructional materials and supplies for students and staff to support Goals 1-5, Actions 1-3. Incentives for students to promote academics, social emotional needs and engagement. Materials and supplies to build and support a positive and collaborative school culture for students, staff, and parent and community, which may include food and various items as necessary. Direct services of on and off campus field trips and engagement opportunities to support students' academic along with social emotional needs as well as staff, families, and community engagement and culture as addressed in Goals 1-5, Actions 1-3. | 8,569.00 |
| 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 and staff, and parent and community engagement to support Goal 1, Actions 1-3. | 2,554.00 |
| G1A3 | LCFF: EL | Instruction | Travel | | | Conference and travel fees will be provided to build the capacity of staff to support Goals 1-5, Actions 1-3. | 8,061.00 |
| G3A1 | Sup & Conc | Instruction | Direct Trans | | | Transportation for students as needed to promote student engagement for off-campus, extra-curricular activities such as Student Leadership, Peach Blossom, other engagement etc. Goals 1-3, Actions 1-3. | 8,000.00 |
| G3A2 | Title 1 Basic | Parent Participation | Local Mileag | | | HSL mileage for home visits to support goals 1, 2, 3, 5: Actions 1-3. | 200.00 |
| G4A1 | Sup & Conc | Instruction | Direct-Food | | | Direct-food services for students, staff, and parent engagement to support student academics and SEL needs for Goals 1-5, Actions 1-3. | 4,000.00 |
| G5A1 | Title 1 Basic | Parent Participation | Cls Sup-Sup | | | Babysitting to support parent engagement for meetings addressing Goals 1-5. | 1,310.00 |
| G5A1 | Title 1 Basic | Parent Participation | Mat & Supp | | | Parent materials and supplies to support parent engagement during school events and activities, such as SSC, parent classes, etc. to support Goal 5 Action 1. **NO FOOD OR INCENTIVES** | 2,900.00 |
| G5A1 | Sup & Conc | Parent Participation | Mat & Supp | | | Parent materials and supplies to support parent engagement during school events, meetings, and activities, such as SSC, ELAC, etc. to support Goals 1-5, Actions 1-3. | 2,000.00 |
| G5A1 | LCFF: EL | Parent Participation | Cls Sup-Sup | | | Classified support-Interpret for parent engagement such as ELAC, SSC, Parent-Teacher Conferences. | 2,618.00 |
| G5A1 | LCFF: EL | Attendance & Social Work Services | Cls Sup-Reg | Liaison, Home/School Hmong | 0.7500 | HSL to support students attendance, behavior, and parent and community engagement. | 63,855.00 |
| G5A1 | | Attendance & Social Work Services | Cls Sup-Ext | | | | 7,452.00 |

| Funding Source Totals | Unit # | Budget Totals |
|-----------------------|--------|---------------------|
| Title 1 Basic | 3010 | \$100,464.00 |
| Sup & Conc | 7090 | \$316,518.00 |
| LCFF: EL | 7091 | \$120,582.00 |
| Grand Total | | \$537,564.00 |

| Goal Totals | Budget Totals |
|--|---------------------|
| G1 - Improve academic performance at challenging levels | \$445,229.00 |
| G3 - Increase student engagement in their school and community | \$8,200.00 |
| G4 - Increase recruitment and retention of staff reflecting the diversity of our community | \$4,000.00 |
| G5 - Increase inclusive opportunities for families to engage in their students' education | \$80,135.00 |
| Grand Total | \$537,564.00 |