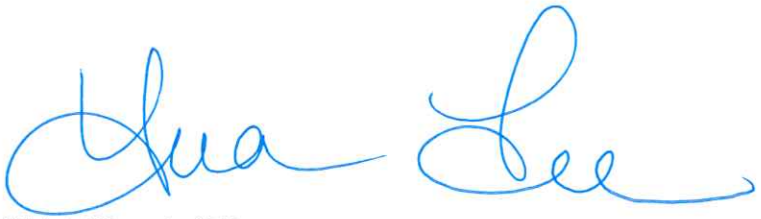
# Vang Pao Elementary

10621660119339

Principal's Name: Yua Lee

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

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## District Goals

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 and Guardrails 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.

| | | |
|---|---|---|
| Academic Achievement<br>The Whole Child (Engagement/SEL)<br>Operational Excellence | **DISTRICT GOALS:**<br>**Early Literacy**<br>**Literacy Intervention**<br>**College & Career Readiness**<br>**Life Skills** | **DISTRICT GUARDAILS:**<br>**Community Engagement**<br>**Equitable Access**<br>**Effective Staff**<br>**Health & Wellness** |

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

## Consolidated Program Assurances

| |
|---|
| 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. |
| 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. |
| 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. |
| The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development. |
| 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. |
| 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. |
| 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. |
| 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. |
| 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. |

## 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 | | | | | |
| 3. Margarita Mancilla | | | | X | |
| 4. Chee Vang | | | | X | |
| 5. Jennifer Munoz | | X | | | |
| 6. Tilly Xiong | | X | | | |
| 7. Rachel Garcia | | X | | | |
| 8. Serina Thao | | | X | | |
| 9. Open | | | | X | |
| 10. Open | | | | X | |
| 11. Open | | | | X | |
| 12. | | | | | |
| 13. | | | | | |
| 14. | | | | | |
| 15. | | | | | |

| Check the appropriate box below: |
|---|
| X 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** | Yua Lee | 3/25/24 |
| **SSC Chairperson** | Yua Lee | Yua Lee | 3/25/24 |

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

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

FY 2026/27

# Vang Pao - 0567

## ON-SITE ALLOCATION

| | | | |
|---|---|---|---|
| 3010 | Title I | $100,188 | * |
| 7090 | LCFF Supplemental & Concentration | $282,240 | |
| 7091 | LCFF for English Learners | $99,360 | |
| | **TOTAL 2026/27 ON-SITE ALLOCATION** | **$481,788** | |

| | | |
|---|---|---|
| * | These are the total funds provided through the Consolidated Application | |
| * | Title I requires a specific investment for Parent Involvement | |
| | Parent Involvement Budget - Minimum | $2,904 |
| | Program Budget | $97,284 |
| | Total Title I Allocation | $100,188 |

**ESSA Assistance Status: Not Identified for Assistance**

January 30, 2026

# Vang Pao Elementary 2026-2027 - SPSA Draft Edits

## Needs Assessment

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

School Quality Review

**School Level Dashboard**

| Goal | Selected Metrics | Current Target | Actual | As Of | Target |
|---|---|---|---|---|---|
| Goal 1 | ELPAC - percentage of students who scored 4 | | 7.6 % | 2024-2025 | **8.7 %** ↑ |
| Goal 1 | ELPI - percentage of students who improved at least one ELPI level (English Learner) | | 38.1 % | 2024-2025 | **39.2 %** ↑ |
| Goal 1 | i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade) | | 45.5 % | 2025-2026 | **46.6 %** ↑ |
| Goal 1 | i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL) | | 45.2 % | 2025-2026 | **46.3 %** ↑ |
| Goal 1 | i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder) | | 53.6 % | 2025-2026 | **54.7 %** ↑ |
| Goal 1 | i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL) | | 57.5 % | 2025-2026 | **58.6 %** ↑ |
| Goal 1 | i-Ready ELA D2 proficiency - percentage of students on/above (ALL) | | 37.5 % | 2025-2026 | **38.6 %** ↑ |
| Goal 1 | i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade) | | 39.8 % | 2025-2026 | **40.9 %** ↑ |
| Goal 1 | i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL) | | 46.8 % | 2025-2026 | **47.9 %** ↑ |
| Goal 1 | i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder) | | 76.6 % | 2025-2026 | **77.7 %** ↑ |
| Goal 1 | i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL) | | 61 % | 2025-2026 | **62.1 %** ↑ |
| Goal 1 | i-Ready Math D2 proficiency - percentage of students on/above (ALL) | | 29.5 % | 2025-2026 | **30.6 %** ↑ |
| Goal 1 | SBAC ELA - Average distance from standard (ALL) | -9.6 pts | -22 pts | 2024-2025 | **-7 pts** ↑ |
| Goal 1 | SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11) | | 43 % | 2024-2025 | **48 %** ↑ |
| Goal 1 | SBAC Math - Average distance from standard (ALL) | -12.6 pts | -31 pts | 2024-2025 | **-16 pts** ↑ |
| Goal 1 | SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11) | | 39.5 % | 2024-2025 | **44.5 %** ↑ |
| Goal 2 | Chronic Absenteeism (ALL) Semester 1 | 25.2 % | 14.1 % | 2025-2026 | **13.5 %** ↓ |

| | | | | | | |
|---|---|---|---|---|---|---|
| Goal 2 | Fall Climate & Culture family survey - percent favorable in family engagement domain | 95.4 % | 97 % | 2025-2026 | **98.1 %** | ↑ |
| Goal 2 | Fall Climate & Culture staff survey - percent favorable in staff culture domain | 87.8 % | 93 % | 2025-2026 | **94.1 %** | ↑ |
| Goal 2 | Fall Climate & Culture student survey- percent favorable in student health & wellness domain | | 89 % | 2025-2026 | **91 %** | ↑ |
| Goal 2 | Suspension Rate (ALL) Semester 1 | 4.57 % | 1.3 % | 2025-2026 | **0.97 %** | ↓ |

## Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

### PROBLEM OF PRACTICE (POP): Based on the metrics, identify the problem(s) of practice.

**PROBLEM OF PRACTICE 1**: ELA Rigor & Alignment

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. Furthermore, the inconsistent implementation of academic discourse and collaborative conversations impacts student engagement and the development of critical thinking skills.

### PROBLEM OF PRACTICE (POP): Based on the metrics, identify the problem(s) of practice.

**PROBLEM OF PRACTICE 2:** Increase Math Achievement and Ensure Alignment between iReady growth Targets and SBAC Proficiency Outcomes

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.

### PROBLEM OF PRACTICE (POP): Based on the metrics, identify the problem(s) of practice.

**PROBLEM OF PRACTICE 3**: Consistent and effective systems to monitor attendance and Suspensions

### PROBLEM OF PRACTICE (POP): Based on the metrics, identify the problem(s) of practice.

**PROBLEM OF PRACTICE 4**: Climate and Culture Survey: Staff, Family and Students

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

**Causes for POP #1**

-Limited close reading, evidence-based writing, and academic discourse
-CFAs/Exit Tickets not aligned to SBAC Claims/TARGETS
-Below-grade text complexity and writing tasks

Our focus on K-2 needs to continue to ensure the consistent use of the 6 steps phonics instruction in all of our classrooms.

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

**Causes for POP #2**

-Misalignment between daily math instruction and SBAC rigor
-Inconsistent use of i-Ready data to drive small-group instruction
-Limited opportunities for structured math discourse
-Variability in PLC structures and instructional coherence across grades
-Insufficient formative assessment cycles and progress monitoring

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

**Causes for POP #3**

-Inconsistent implementation of Tier 1 and Tier 2 behavioral supports

-Limited access to or use of restorative practices

-Inconsistent tracking and use of behavior data

-Limited family partnership around behavior intervention plans

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

**Causes for POP #4**

-Inconsistent communication and engagement systems for families

-Variation in staff experiences with collaboration, support, and workload

-Limited structured opportunities for students to access health, wellness, and emotional supports

-Inconsistent implementation of schoolwide climate practices across grade levels

-Limited feedback loops among students, staff, and families

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.

**Needs for POP #1**

-Daily TDQs + writing tasks
-SBAC-aligned CFAs
-Academic discourse routines & language objectives

-Continue to ensure morphology and reciprocal teaching instructional strategies are used for instructional of students in 3rd to 6th

-Continue to ensure 6 steps phonics instruction happens daily

-Focus on reading foundational skills

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.

**Needs for POP #2**

-Need for stronger alignment between math instruction and SBAC rigor

-Need for more consistent and effective use of i-Ready data to drive small-group instruction

-Need for increased implementation of structured math discourse and reasoning routines

-Need for stronger PLC systems to ensure instructional consistency and coherence across grade levels

-Continue to build on staff clarity of teaching grade level concepts to build conceptual understanding-less in more and go deeper in all grades

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.

**Needs for POP #3**

-Need for Early and Systematic Identification of At-Risk Students

-Need for Stronger Tier 1 Attendance and Behavior Expectations Across Classrooms

-Need for Stronger Family Partnerships Around Attendance and Behavior

-Need for More Frequent Use of Attendance and Behavior Data to Inform Interventions

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.

**Needs for POP #4**

-Need for more consistent, two-way, and culturally responsive communication with families

-Need for enhanced staff collaboration, support, and recognition systems

-Need for expanded and consistent student wellness and social-emotional supports

-Need for consistent implementation of schoolwide climate practices

-Need for stronger feedback loops with families, staff, and students

## Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

### Language Arts Support and Intervention (RTI)

**Fully Implemented**

Vang Pao fully implemented a comprehensive, standards-aligned instructional program grounded in the district-adopted Wonders curriculum, the Common Core State Standards, and the ELD Framework. Teachers strengthened Tier 1 instruction through ongoing professional development, refinement of schoolwide reading comprehension strategies, and consistent PLC collaboration focused on alignment to grade-level standards and CAASPP item specifications. PLC teams implemented full assessment cycles—including CFAs/CSAs, BAS, DIBELS, IABs, F-IABs, and i-Ready diagnostics—to monitor student progress and plan responsive instruction for both English and Math. The school also delivered a structured Blended Learning Block for all grade levels, prioritizing foundational literacy skills, guided reading, reciprocal teaching strategies, and vocabulary development. Online platforms such as i-Ready, Sora, Scholastic, and Wonders Online supported differentiated instruction and individualized learning paths. These systems ensured that data-driven instruction was consistent, aligned, and responsive to student needs.

In addition, Vang Pao strengthened Tier 2 and Tier 3 supports by using assessment data to identify students for targeted intervention delivered by our certificated tutor, teaching fellows, and classroom teachers. Coaching Cycles and grade-level Learning Days, facilitated by the Academic Coach, built teacher capacity across English and Math strands, ensuring effective implementation of evidence-based instructional practices. PLC teams were supported with supplemental contracts and sub-release time, enabling deeper analysis of student data, shared understanding of standards, and collective efficacy in planning next instructional steps. As a result of these fully implemented actions, the expected outcomes include improved reading proficiency, stronger alignment and coherence across classrooms, increased intervention effectiveness, and greater student achievement through a well-coordinated MTSS academic system.

## Math Support and Intervention

Fully Implemented

Vang Pao fully implemented the district-adopted GoMath program to ensure rigorous, standards-aligned math instruction across all grade levels. Teachers provided consistent opportunities for conceptual understanding, procedural fluency, and real-world application through daily lessons and technology-integrated tasks. PLC teams implemented the full assessment cycle—including Exit Tickets, CFAs/CSAs, FSAs, IABs, F-IABs, and i-Ready Diagnostics—to monitor student progress and guide instruction. Small-group instruction was driven by these data points, with teachers using targeted resources such as GoMath Personal Math Trainer, Reflex, and digital supports to address student needs within an MTSS framework. Math fluency practices, including number talks, choral counting, preview/review routines, and fluency drills, were consistently embedded into instruction. Teachers also continued to refine Grade-Level Math Commitments through ongoing professional development in math pedagogy, ensuring alignment with the Math Instructional Practice Guide.

Additionally, Vang Pao enhanced instructional coherence and teacher capacity through structured collaboration and coaching. The District-Funded Academic Coach supported teachers in both English and Math through Learning Days and full Coaching Cycles focused on planning, co-teaching, reflection, and instructional improvement. PLC teams were provided supplemental contracts and release time to deeply analyze student data, build shared understanding of standards, and implement evidence-based strategies using the 5 PLC+ guiding questions. These fully implemented actions resulted in more consistent math instruction, stronger alignment to CCSS and SBAC Claims & Targets, increased fluency proficiency, and more responsive intervention supports. Collectively, these efforts strengthened math achievement schoolwide and ensured that all students received targeted, rigorous, and standards-aligned learning experiences.

## English Language Learners: Support and Intervention

Fully Implemented

Vang Pao fully implemented a comprehensive English Language Development program that included both designated and integrated ELD aligned to the California ELD Framework, CCSS, and district-adopted curriculum. Teachers identified each English Learner's proficiency level, set targeted goals, and planned instruction across the four language domains—reading, writing, speaking, and listening. A daily designated ELD block of 20–30 minutes ensured direct instruction matched to ELD standards, while integrated ELD practices were embedded throughout core instruction using Wonders, GoMath, and additional adopted resources. Teachers incorporated research-based strategies from Leading with Learning to support purposeful language development, while PLC teams regularly reviewed EL progress during assessment cycles—including district benchmarks, state ELPAC results, and grading periods—to ensure students were advancing toward reclassification. Coaching Cycles, Learning Days, and collaborative PLC time built teacher capacity across both English and Math, ensuring consistency in instructional practices and alignment to ELD and CCSS standards.

These fully implemented actions aimed to accelerate language growth for all English Learners, with the desired outcome that each EL moves at least one proficiency level per year and progresses toward reclassification. Consistent PLC collaboration and extended learning opportunities—including supplemental tutoring focusing on literacy, foundational reading skills, and language development—strengthened students' access to academic content and improved their performance across the four domains. By aligning instruction, assessments, and targeted supports, Vang Pao created a cohesive system that fostered language acquisition, improved academic achievement, and supported EL students in becoming confident, proficient readers, writers, speakers, and listeners. Collectively, these actions established a strong foundation for continuous EL progress and increased reclassification rates.

## Student Centered and Real-World Learning Experiences

Partially Implemented

Vang Pao was limited with certificated staff available to participate, students had fewer opportunities this year to engage in student-centered, real-world learning experiences. To expand these valuable opportunities moving forward, our Extended Learning Coordinator will take the lead in the 2026/2027 school year by building partnerships with outside agencies, guest speakers, local businesses, organizations, and industry representatives. These collaborations will help increase authentic learning experiences, school events, and assemblies that connect students to meaningful real-world applications.

## ADA Attendance Student Support & Chronic Absenteeism

Fully Implemented

Vang Pao fully implemented a multi-tiered attendance support system aimed at improving daily attendance and reducing chronic absenteeism. Tier 1 actions included schoolwide attendance incentives for students, classrooms, and grade levels, developed collaboratively with teachers and staff to build motivation and reinforce the importance of showing up every day and on time. Parents and students received ongoing education about how attendance impacts academic success, supported by strong partnerships between families and school staff. The Office Assistant, Tier 2 Specialist and Home School Liaisons monitored attendance data daily and used it to identify students whose attendance fell below 94%, prompting early intervention. Staff consistently implemented tardy and late protocols, ensuring students understood expectations while maintaining a predictable and supportive school environment.

For students demonstrating greater attendance needs, Vang Pao implemented targeted Tier 2 and Tier 3 supports. The Office Assistant and HSLs conducted phone calls and home visits after patterns of absences or chronic absenteeism (10% or higher) were identified. A2A meetings were held at the site level, and TST/SST teams met as needed to address persistent attendance concerns with individualized strategies. The Tier 2 Specialist, School Psychologist, and HSLs worked closely with families to build relationships, remove barriers, and connect them to community resources through partnerships with the Department of Prevention and Intervention. These actions aimed to increase overall attendance rates, reduce chronic absenteeism, strengthen family engagement, and ensure that students are consistently present and able to succeed academically.

## Suspensions Per 100

Fully Implemented

Vang Pao successfully implemented a comprehensive MTSS framework designed to address the behavioral and social-emotional needs of all students. The school continued to apply a structured 3-Tiered system of behavioral supports, ensuring consistent responses to student behaviors across all settings. Schoolwide initiatives such as Class Meetings/Circles, Second Step, CHAMPS, Growth Mindset practices, Guidelines for Success, and Character Counts! were fully implemented, creating a predictable and supportive environment. Staff adhered to the PRIDE team's Levels of Misbehavior, and Tier 2 IS, the Extended Learning Coordinator, and outside agencies provided targeted interventions—including individual SEL instruction, small-group work, and engagement in clubs and activities—for students requiring Tier 2 and Tier 3 support. TST and SST teams remained active in responding to academic, behavioral, and SEL needs, contributing to more timely and effective intervention planning.

These actions aimed to strengthen positive school climate, reduce behavioral incidents, and lower suspension rates through consistent, strategic efforts involving staff, families, and community partners. Teachers embedded daily SEL opportunities to reinforce expectations and build student resilience. Students with ongoing Tier 2 or Tier 3 behaviors were referred for further support through TST or SST, while administration met with families of students demonstrating repeated Tier 3 incidents and provided resources to reinforce positive behavior at home. The Tier 2 IS and School Psychologist worked directly with identified students to build stronger relationships and individualized support plans, and HSLs maintained strong communication with families to address concerns proactively. Additionally, the school initiated a mentorship program—supported by staff and potentially peer mentors—to build meaningful connections and improve student engagement. Collectively, these fully implemented actions strengthened MTSS systems, increased student connectedness, and supported safer, more inclusive learning environments where students can thrive academically and emotionally.

## Student Engagement Opportunities

Fully Implemented

The implementation of clubs, tutoring, music programs, cheer, sports, and schoolwide enrichment activities supports students' academic, social, and emotional growth. Through leadership, cultural dance, art, music, athletics, and performance opportunities, students built confidence, creativity, teamwork, and communication skills. These programs foster a strong sense of belonging and cultural pride while improving students' engagement, motivation, and overall school connectedness.

Academic supports and community-building events further strengthen student achievement and school culture. After-school tutoring increases reading and math proficiency, while Hmong DLI showcases and assemblies—such as rallies, award ceremonies, reclassification celebrations, and incentive-based events—promote positive behavior, recognize accomplishments, and boost family involvement. Together, these activities contribute to a positive, inclusive environment where students develop the skills, motivation, and confidence necessary for success.

### Build a Positive and Collaborative Staff Culture.

**Fully Implemented**

Vang Pao fully implemented a comprehensive system of staff-building and collaborative support to strengthen relationships and foster a positive work environment. Monthly grade-level potlucks, staff gatherings, quarterly birthday celebrations, and intentional Staff Connection activities provided consistent opportunities for team bonding and morale building. The PRIDE and ILT teams regularly connected with staff to offer encouragement, build trust, and support a culture of open communication. New staff members were welcomed through clear school-wide procedures, structured onboarding, and access to a detailed Staff Handbook outlining academic, SEL, and operational protocols. These efforts ensured that every staff member, both new and returning, felt supported, valued, and prepared to contribute effectively to schoolwide goals.

Additionally, the District-Funded Academic Coach played a vital role in capacity building by implementing the full Coaching Cycle—planning, co-teaching, teaching, reflecting, and repeating—with teachers in both the English and Hmong DLI strands. This consistent instructional support strengthened teaching practices, improved alignment to standards, and enhanced classroom instruction across grade levels. As a result of these fully implemented actions, staff experienced increased collaboration, stronger professional relationships, and improved instructional effectiveness. Overall, these actions contributed to a positive, cohesive school culture where staff are empowered, supported, and equipped to meet the academic and social-emotional needs of all students.

### Positive & Collaborative Parent/Community & School Culture

**Fully Implemented**

The school fully implemented a comprehensive parent involvement plan by providing Vang Pao families with multiple, consistent opportunities to collaborate with teachers and staff. Parent conferences, ongoing daily and weekly communication, and open lines of support ensured that families remained informed and engaged partners in their children's education. Staff members—including Hmong Support Liaisons (HSLs), Tier 2 Intervention Specialists, and the School Psychologist—actively supported parents with resources and guidance to better understand their child's academic progress and emotional needs. This consistent outreach strengthened relationships between home and school, increased family confidence in navigating educational systems, and improved student outcomes through shared responsibility.

In addition, Vang Pao staff, especially HSLs, successfully implemented a variety of culturally inclusive events that celebrated and uplifted the school's diverse community. Activities such as Back to School Night, Title I meetings, ELAC and SSC, family literacy and math nights, and numerous student events provided families with meaningful opportunities to connect, learn, and participate in school life. These fully implemented actions resulted in higher levels of parent engagement, stronger cultural connections, and increased participation in decision-making structures. Ultimately, these efforts cultivated a welcoming, inclusive environment where families felt valued, informed, and empowered to support their children's academic and social-emotional success.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

### Language Arts Support and Intervention (RTI)

**Partially Effective**

Overall, the nine instructional actions at Vang Pao were largely **effective** in strengthening Tier 1 instruction, enhancing data-driven practices, and improving academic outcomes for students. Teachers implemented district-adopted curriculum and comprehension strategies with fidelity, supported by ongoing professional development and consistent PLC collaboration. Assessment cycles—including CFAs, BAS, DIBELS, i-Ready, and IABs—were executed reliably, allowing teachers to closely monitor student progress and adjust instruction. Blended Learning Blocks in both primary and upper grades provided structured time for foundational skill development, reading comprehension, and vocabulary instruction, supplemented by digital learning tools that reinforced individualized learning. Coaching Cycles and grade-level Learning Days built teacher capacity across English and Hmong strands, resulting in improved planning, instruction, and alignment to standards.

Actions tied to intervention and targeted supports were **partially effective**, particularly those involving Tier 2 and Tier 3 services. While identification processes were timely and Tier 2 students showed notable gains, Tier 3 intervention outcomes were inconsistent due to group size, scheduling limitations, and the need for more intensive supports. PLC structures, supported through supplemental contracts and release time, were **highly effective**, strengthening collective efficacy, instructional consistency, and clarity of standards across grade levels. Taken together, the fully implemented actions created a cohesive instructional system that improved reading outcomes, increased alignment, and supported more responsive intervention practices, while highlighting areas—especially Tier 3 supports and fidelity of Blended Learning Blocks—that will benefit from refinement in the coming school year.

## Math Support and Intervention

**Partially Effective**

Overall, the math actions at Vang Pao were largely **effective**, resulting in stronger instructional alignment, improved data-driven teaching, and more consistent implementation of Common Core State Standards through the GoMath program. Teachers effectively used assessment cycles—including Exit Tickets, CFAs, IABs, F-IABs, and i-Ready Diagnostics—to guide instruction and adjust student support. PLCs demonstrated strong collaboration by aligning lessons and tasks to SBAC Claims and Targets, which contributed to improved student performance on CFAs and interim assessments. Professional development on Grade-Level Math Commitments, coupled with coaching cycles and Learning Days, enhanced teacher capacity and strengthened instructional practices across both English and Hmong strands. Digital tools such as Reflex and GoMath Personal Math Trainer were used consistently and effectively, supporting gains in fluency, conceptual understanding, and independent practice.

A few actions showed **partial effectiveness**, particularly those related to small-group intervention and math fluency routines. While small-group instruction was implemented and produced growth for many students, Tier 3 outcomes were inconsistent, indicating the need for more intensive supports and smaller group sizes. Fluency routines also showed varied results depending on fidelity and frequency of implementation across classrooms. Despite these challenges, the overall system—including PLC collaboration, coaching, assessment use, and Tier 1 instruction—demonstrated strong effectiveness in improving math achievement. These actions collectively strengthened instructional coherence, increased the use of evidence-based strategies, and supported a more responsive MTSS structure, laying a solid foundation for continued progress next year.

## English Language Learners: Support and Intervention

**Effective**

Overall, the ELD actions at Vang Pao were largely **effective**, resulting in strong implementation of both Designated and Integrated ELD aligned to the CA ELD Framework, CCSS, and district curriculum. Teachers identified EL proficiency levels, set domain-specific goals, and delivered targeted instruction during the daily 20–30 minute designated ELD block. Integrated language supports—such as language objectives, structured discourse, vocabulary routines, and scaffolds—were embedded throughout core instruction, supported by Wonders, GoMath, and Leading with Learning strategies. PLC teams regularly analyzed EL data, including ELPAC, CFAs, benchmarks, and language-focused student work, allowing for timely adjustments to instruction and grouping. Coaching Cycles and Learning Days increased teacher capacity across English and Hmong strands, resulting in consistent improvement in EL participation, language production, and progress toward proficiency. These combined actions created a coherent, responsive system that supported ELs in moving at least one proficiency level per year and progressing toward reclassification.

Some actions demonstrated **partial effectiveness**, particularly those dependent on consistent implementation across all classrooms. Integrated ELD routines varied by grade, leading to uneven language support in content areas such as math and science. The designated ELD block was implemented with fidelity in most classrooms, though instructional minutes were occasionally impacted during testing or special schedules. Supplemental tutoring for literacy and foundational skills produced strong gains for many ELs but varied based on attendance, dosage, and group size. Despite these inconsistencies, the overall system—daily ELD instruction, data-driven PLCs, targeted language supports, coaching, and extended learning—proved effective in improving ELD outcomes. Together, these actions strengthened instructional practices, increased language development opportunities, and built the foundation for ongoing growth in reclassification rates and English proficiency.

## Student Centered and Real-World Learning Experiences

Partially Effective

This action was **not effective** because Vang Pao had a limited number of certificated staff available to participate, resulting in fewer opportunities for students to engage in student-centered, real-world learning experiences throughout the year. To strengthen this area moving forward, the Extended Learning Coordinator will assume a larger role in the 2026–2027 school year by establishing partnerships with outside agencies, guest speakers, local businesses, community organizations, and industry representatives. These expanded collaborations will help increase authentic learning opportunities, school events, and assemblies that provide students with meaningful connections to real-world applications.

## ADA Attendance Student Support & Chronic Absenteeism

Partially Effective

Overall, the ADA Attendance Student Support & Chronic Absenteeism was largely effective; Tier 1 attendance incentives (student/class/grade recognitions) were effective, as evidenced by increased daily attendance, improved on-time arrival rates, and positive teacher reports of student motivation. Consistent parent education about the link between attendance and achievement was effective, reflected in higher parent participation at attendance meetings and fewer “uncleared” absences after outreach. The daily monitoring by the Office Assistant and HSLs was effective; dashboards enabled early identification (≤94%) and quicker follow-up, shortening the time from first flag to first contact. Tardy/late protocols were effective where applied with fidelity, parent notifications showed fewer repeat tardies.

Tier 2/3 phone calls and home visits by the Office Assistant and HSLs were effective for many families—students with early contact often returned to regular attendance, and chronic absenteeism trajectories flattened for targeted cohorts. The TST/SST case-by-case meetings were effective in converting chronic patterns into individualized plans (transportation solutions, health/mental health referrals, schedule adjustments), with follow-up data showing incremental attendance gains. Collaboration among the Office Assistant, HSLs, Tier 2 Specialist, and School Psychologist, including warm handoffs to DPI and community agencies, was effective in addressing root causes (health, housing, supervision), increasing the percentage of students moving from chronic (≥10%) to at-risk ranges.

Partially Effective: The threshold-based home visit trigger (after three N/PR/A) worked for many but missed some students with sporadic patterns; expanding criteria (e.g., three absences within 10 days, regardless of code) would improve catch rates. Similarly, Tier 2 supports for <94% attendance were partially effective where dosage (frequency of contacts/meetings) varied due to staffing and scheduling. Desired outcomes across actions include increased overall attendance, reduced chronic absenteeism, faster time-to-intervention, and stronger home–school partnerships—trends supported where fidelity, timely data use, and cross-team coordination were strongest.

## Suspensions Per 100

Partially Effective

This action was effective because the fully implemented MTSS framework directly aligned with measurable improvements in behavior, SEL engagement, and intervention consistency across the school. The continued use of a structured 3-Tiered system ensured predictable responses to behavior incidents, which contributed to reductions in major disruptions and increased documentation of Tier 2 and Tier 3 supports. Daily SEL opportunities—such as Class Meetings/Circles, Second Step, and CHAMPS—strengthened positive school climate indicators, as reflected in improved classroom behavior data and fewer classroom-managed referrals. The activation of TST and SST teams provided timely intervention planning, and the increased number of students receiving targeted Tier 2 and Tier 3 supports showed that systems were being used as intended. Collaboration with outside agencies, consistent family communication from HSLs, and the development of mentorship programs also contributed to stronger student connectedness, which correlates with decreased suspensions and increased SEL engagement. These outcomes demonstrate that the action met its intended goals and operated at an effective level based on schoolwide behavior, SEL, and intervention metrics.

## Student Engagement Opportunities

**Effective**

This action was effective because the wide range of clubs, tutoring supports, arts programs, sports, music, and cultural events directly contributed to increases in student engagement, participation rates, and positive school climate indicators. Metrics such as improved attendance during program days, higher participation in after-school tutoring, and increased numbers of students involved in clubs, sports, and performances demonstrated strong student interest and sustained involvement. Academic measures—such as growth in reading and math for students attending tutoring—supported the effectiveness of targeted intervention efforts. Cultural and community events, including Hmong DLI showcases, award ceremonies, rallies, and reclassification celebrations, also saw increased family attendance, reflecting stronger home–school partnerships and greater community connection. Additionally, decreases in behavior incidents during high-engagement periods and improvements in student self-reported sense of belonging indicated positive effects on social-emotional development. Collectively, these data points show that the action met its intended outcomes and operated at an effective level, strengthening students' academic success, cultural pride, motivation, and school connectedness.

## Build a Positive and Collaborative Staff Culture.

**Effective**

This action was effective because staff-culture and instructional-capacity metrics demonstrated clear improvement aligned to the fully implemented support systems. High participation in staff-building activities, consistent engagement with PRIDE and ILT team outreach, and positive responses from informal check-ins and staff feedback indicated strengthened morale and stronger relationships across grade levels. The successful onboarding of new staff—supported by structured procedures and a comprehensive Staff Handbook—resulted in smoother transitions and fewer reported concerns related to expectations or protocols. Instructionally, the Academic Coach's use of the full Coaching Cycle increased teacher participation in coaching, improved lesson planning quality, and enhanced instructional consistency across both English and Hmong DLI strands. Evidence of growth was reflected in more standards-aligned instruction, increased teacher collaboration, and improved classroom observations. These outcomes show that the action fully met its intended results by building a positive, cohesive work environment and strengthening instructional effectiveness schoolwide.

## Positive & Collaborative Parent/Community & School Culture

**Effective**

This action was effective because parent-engagement metrics demonstrated strong participation, improved communication, and increased family involvement aligned to the fully implemented activities. High turnout at parent conferences, Back to School Night, Title I meetings, ELAC, SSC, and family literacy/math nights reflected consistent family engagement and a strong connection to the school community. Daily and weekly communication logs, along with documented outreach by HSLs, Tier 2 Intervention Specialists, and the School Psychologist, showed that families actively accessed academic and SEL support resources. Increased attendance at culturally inclusive events and higher participation in school decision-making structures indicate that families felt welcomed, informed, and empowered. Additionally, fewer communication-related concerns and increased family responsiveness highlighted stronger partnerships between home and school. Collectively, these data points confirm that the action effectively met its intended outcomes by strengthening home-school relationships, building cultural pride, and supporting improved student success.

## 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.

Across all actions, Vang Pao implemented a comprehensive system of student, staff, and family supports that significantly strengthened the academic, behavioral, and social-emotional environment schoolwide. The MTSS framework—including Cub Time, SEL lessons, Tier 2 and Tier 3 interventions, mentorships, and consistent behavior systems—proved effective in improving student connectedness, reducing behavior incidents, and increasing the use of targeted supports. Expanded enrichment opportunities such as clubs, tutoring, music, sports, cultural showcases, and schoolwide events fostered student engagement, confidence, and cultural pride while supporting academic growth through increased participation in tutoring and intervention programs. Staff collaboration improved through consistent team-building activities, structured onboarding, and the implementation of the Coaching Cycle, which strengthened instructional practices across grade levels. Family engagement grew through frequent communication, culturally inclusive events, and strong support from HSLs and intervention teams, resulting in deeper home–school partnerships and greater participation in decision-making bodies such as ELAC and SSC.

Based on this evidence, major changes for next school year will focus on deepening and refining the systems already showing success. MTSS practices will be strengthened with increased data monitoring, expanded mentorship opportunities, and more targeted Tier 2 interventions to further reduce suspension rates and support students with persistent behavioral needs. Enrichment and academic programs will be expanded by increasing access to tutoring, offering additional clubs aligned to student interests, and enhancing cultural and performance-based events. Staff development will be refined through increased coaching cycles, more structured support for new teachers, and expanded opportunities for cross-grade collaboration. Family engagement will continue to grow with more culturally specific events, additional parent education workshops, and increased two-way communication to better support students' academic and SEL needs. Together, these changes aim to build on existing successes while addressing identified areas where deeper consistency and expanded supports will further strengthen outcomes for all students.

## 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:

The needs assessment, actions and effectiveness were presented at the January SSC meeting. There were suggestions provided that they would like to support K- 2 teachers with a K-2 Literacy Coach to support Early Literacy.

### ELAC:

The needs assessment, actions and effectiveness were presented at the January ELAC meeting. There were suggestions provided that they would like to support K- 2 teachers with a K-2 Literacy Coach to support Early Literacy.

### Staff:

The needs assessment, actions and effectiveness were presented during PL, ILT and open forum, PLCs provided suggestions and feedback to continue the work as we have done this year. Teachers were informed of what parents requested of support for too.

## Action

## Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

## Language Arts Support and Intervention (RTI)

## Action Details

**Early Literacy**

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.

10. To support the district's goal of Early Literacy, if funding is available Vang Pao will fund a K-2 Literacy Coach/Teacher on Special Assignment to strengthen Early Literacy, build teacher capacity and instructional consistency in support of improving student outcomes in Foundational Skills.

11. Provide teachers with supplemental contracts for literacy and reading foundational skills tutoring, including support for ELs language.

## Direct Instructional Services

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.
- 3 Teaching Fellows to support the 1 Certificated Tutor and 1st and/or 2nd through 6th grades' 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 1 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?

**English Learners (EL):**

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 Learnings 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

## Family Engagement

### Describe inclusive opportunities to increase family engagement related to this action.

Vang Pao will provide multiple opportunities for parents and the community to engage throughout the school year including but not limited to the following.

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, 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 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.

## Professional Learning

### Describe Professional Learning related to this action.

- 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, 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.
- If funds are available, fund a K-2 Literacy Coach/TSA to support district focus and goal of Early Literacy to build and support teacher capacity and ensure instructional practices to increase foundational skills of students.

## Progress Monitoring: Outcomes

**Reasoning for using this action:** ☑ Strong 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 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.

- 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.

### 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.

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.

Outcomes will continue to be measured by the following data sources:

- 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)

### 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.

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.

- 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)

- DIBELS (K-2)
- EL Goal Setting - ATLAS
- ELLevation (EL-Progress Monitoring)

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.

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.

Percentage of students  meeting/exceeding SBAC will increase proficiency from 36% to 48% in ELA.

# Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

## Math Support and Intervention

## Action Details

College & Career Readiness

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, choral counting, 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.

## Direct Instructional Services

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 including learning days.
- 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 Asian Supermarket, 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 (4 Hours) Spanish 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?

**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?

**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?

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.

## Family Engagement

### Describe inclusive opportunities to increase family engagement related to this action.

Vang Pao will provide multiple opportunities for parents and the community to engage throughout the school year including but not limited to the following.

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, 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 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.

## Professional Learning

### Describe Professional Learning related to this action.

- 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 including learning days.

## Progress Monitoring: Outcomes

**Reasoning for using this action:** ☑ Strong 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 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.

- 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.

## 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.

---

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.

Outcomes will continue to be measured by the following data sources:

- 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)

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.

## 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.

---

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.

- 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)

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.

Percentage of students meeting/exceeding SBAC will increase proficiency from  39% to 48% in Math.

# Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

# English Language Learners: Support and Intervention

## Action Details

**Literacy Intervention**

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 and **Site Funded TSA/K-2 Literacy 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.
10. Provide teachers with supplemental contracts for literacy and reading foundational skills tutoring, including support for ELs language.

## Direct Instructional Services

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. **Kindergarten 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 a minimum of 30-45 minutes of a structured daily Blended Learning Block for grades K-2 and 3 days a week for grades 3-6.
- 3 Teaching Fellows to support the Certificated Tutors, 1st and 2nd grade's Blended Learning Block.
- 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. (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 (4 Hours), Spanish 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 2025 CA Dashboard, the English Learner student population is performing at the Yellow level in English Language Arts. The identified EL student group increased by 5.4 points from last year, remaining at the Yellow level, as indicated on the CA Dashboard. ELL students went from 37.0 points below standard to 31.7 points below standard, indicating an improvement in English Language Arts. However, compared to the schoolwide data, only 9.5% of current English learners with 2025 SBAC CAASPP data meet or exceed, whereas schoolwide proficiency is 43%.*

*Based on the 2025 CA Dashboard, the English Learner student population is performing at the Orange level in the area of Mathematics as indicated on the CA Dashboard. The identified student group of EL decreased 5.5 points from last year, entering the Orange level as shown in the CA Dashboard. ELL students went from 35.5 points below standard to 41 points below standard, showing a decrease in Mathematics. However, compared to the schoolwide data, only 14.9% of the current English learners with data from the 2025 SBAC CAASPP are meeting/exceeding, whereas 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 learners by providing a Certificated Tutor and 3 Teaching Fellows to support Tier 2 and 3 foundational reading 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 materials 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 learners by increasing parent engagement, having HSL connect with parents/families, and conducting home visits.*

*SSC and ELAC approve and requests for a TSA/K-2 Literacy Coach if funds are available for early literacy support and coaching to improve foundational reading outcomes for all students, including English Learners.*

### 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.*

*SSC and ELAC approve and requests for a TSA/K-2 Literacy Coach if funds are available for early literacy support and coaching to improve foundational reading outcomes for all students, including 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 Learnings 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.

## Family Engagement

### Describe inclusive opportunities to increase family engagement related to this action.

Vang Pao will provide multiple opportunities for parents and the community to engage throughout the school year including but not limited to the following.

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, 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 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.

## Professional Learning

### Describe Professional Learning related to this action.

- 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, 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.

## Progress Monitoring: Outcomes

**Reasoning for using this action:** ☑ Strong 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 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.

- 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.

### 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.

---

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.

- 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)

### 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.

---

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.

- 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)

Outcomes measured by students meeting criteria in the basic skills assessments (e.g. iReady, BAS, etc."

Increase the number of students reclassified by 10% from 17 to 18.7.

Outcomes measured by students achieving an overall performance level of 4 (Well-Developed) on the Summative ELPAC.

Increase the number of students reclassified by 20% from 17 to 20.4

Increase the percentage of English Language Learners meeting/exceeding on the ELA SBAC by 7% from 9.5% to 10.17%.

Increase the percentage of English Language Learners meeting/exceeding on the Math SBAC by 7% from 14.9% to 15.9%.

# 2026-2027 SPSA Budget Goal Subtotal

## State/Federal Dept 0567 Vang Pao Elementary (Locked)

### G1 - Academic Growth and Achievement

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|---|---|---|---|---|---|---|---|
| G1A1 | Title 1 Basic | 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. **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits | 5,000.00 |
| G1A1 | Title 1 Basic | Instruction | Teacher-Subs | | | Teacher substitutes for Data Chats, PL, PLC+, Learning Days, planning, data analysis. **Budget lines for personnel include salaries and related benefits | 10,000.00 |
| G1A1 | Title 1 Basic | Instruction | Teacher-Supp | | | Supplemental contracts for tutoring, PL, PLC+, and data analysis. **Budget lines for personnel include salaries and related benefits | 20,000.00 |
| 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. | 8,554.00 |
| G1A1 | Title 1 Basic | Instruction | Mat & Supp | | | : Supplemental instructional materials and supplies for students and staff to support Goals 1-5, Actions 1-3. 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. **No Food or Incentives** | 4,503.00 |
| G1A1 | Title 1 Basic | Instruction | Cons Svc/Oth | | | California Teaching Fellows Foundation : California Teaching Fellows Foundation: California Teaching Fellows Foundations: Contract to support Early Literacy Goal Actions 1 and 3. CA Teaching Fellows supports with Tier 2 and 3 reading foundational skills. | 49,021.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Regu | Tutor | 0.4375 | | 60,206.00 |
| 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. **Budget lines for personnel include salaries and related benefits | 20,000.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Supp | | | Supplemental contracts for tutoring, PL, PLC+, data analysis, ELPAC assessment, and | 30,000.00 |

# 2026-2027 SPSA Budget Goal Subtotal

## State/Federal Dept 0567 Vang Pao Elementary (Locked)

### G1 - Academic Growth and Achievement

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|---|---|---|---|---|---|---|---|
| G1A1 | | Instruction | Teacher-Supp | | | staff/student/parent engagement. Supports Goals 1-5, Actions 1-3. **Budget lines for personnel include salaries and related benefits | 30,000.00 |
| 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 parents 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. | 90,479.00 |
| G1A1 | Sup & Conc | Instruction | Nc-Equipment | | | Purchase tablets/laptops and other necessary technology, such as printers, projectors, projector bulbs, document cameras, and Promethean Board accessories, to support instruction in students' academic and social-emotional learning and staff, parent, and community engagement to support Goal 1, Actions 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, Action 1-3. | 40,000.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Maint | | | Direct maintenance for technological needs, such as radios, etc., and school needs. | 1,000.00 |
| 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. **Budget lines for personnel include salaries and related benefits | 5,964.00 |
| G1A1 | Sup & Conc | Parent Participation | Cls Sup-Sup | | | Supplemental contracts for classified staff to support parent engagement, interpretation, and translation. **Budget lines for personnel include salaries and related benefits | 4,091.00 |
| G1A2 | Sup & Conc | Instruction | Copier Maint | | | Copier lease for staff to use upstairs for instruction and SEL support to address Goals 1-5, Action 1-3. | 12,000.00 |
| G1A3 | Title 1 Basic | Parent Participation | Cls Sup-Sup | | | Babysitting to support parent engagement for meetings addressing Goals 1-5. **Budget lines for personnel include salaries and related benefits | 1,310.00 |
| G1A3 | LCFF: EL | Instruction | Teacher-Subs | | | Teacher substitutes for Data chats, PL, PLC+ | 21,000.00 |

# 2026-2027 SPSA Budget Goal Subtotal

## State/Federal Dept 0567 Vang Pao Elementary (Locked)

### G1 - Academic Growth and Achievement

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|---|---|---|---|---|---|---|---|
| G1A3 | | Instruction | Teacher-Subs | | | 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. **Budget lines for personnel include salaries and related benefits | 21,000.00 |
| 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. **Budget lines for personnel include salaries and related benefits | 30,000.00 |
| 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 | 5,000.00 |
| 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. | 10,000.00 |
| G1A3 | LCFF: EL | Parent Participation | Cls Sup-Sup | | | Classified support-Interpret for parent engagement, such as ELAC, SSC, Parent-Teacher Conferences, etc. **Budget lines for personnel include salaries and related benefits | 8,000.00 |
| G1A3 | LCFF: EL | Parent Participation | Mat & Supp | | | : Parent materials and supplies to support parent engagement during school events and activities, such as SSC, ELAC, EL Reclassification, Parent Classes, etc. to support Goals 1-5, Actions 1-3. | 5,000.00 |

**$443,628.00**

## The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

## ADA Attendance Student Support & Chronic Absenteeism

## Action Details

Life Skills

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.

## Direct Instructional Services

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.

## Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Vang Pao will provide multiple opportunities for parents and the community to engage throughout the school year including but not limited to the following.

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, 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 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.

## Professional Learning

Describe Professional Learning related to this action.

N/A

## Progress Monitoring: Outcomes

**Reasoning for using this action:** ☑ Strong 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.

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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 wiith 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.

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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,

## The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

## Suspensions Per 100

## Action Details

Life Skills

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. 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.

## Direct Instructional Services

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.
- (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.

## Family Engagement

### Describe inclusive opportunities to increase family engagement related to this action.

Vang Pao will provide multiple opportunities for parents and the community to engage throughout the school year including but not limited to the following.

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, 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 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.

## Professional Learning

### Describe Professional Learning related to this action.

N/A

## Progress Monitoring: Outcomes

**Reasoning for using this action:** ☑ Moderate Evidence

| Short-Term (Learning)<br>Expect to see | Medium-Term (Change in Behavior or Performance)<br>Want to see | Long-Term (Change in Condition)<br>Hope 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

*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,

*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.

# The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

## Student Engagement Opportunities

## Action Details

Life Skills

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

## Direct Instructional Services

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 ILT will plan opportunities for students to showcase their work/talents throughout the school year.
- Supplemental contracts and/or extra time/over time will be provided for staff as well as outside vendors and agencies as needed.
- Materials and Supplies needed:

- Additional copy machine and maintenance to support/provide materials.
- Graphics-direct services for additional materials, such as certificates and other resources necessary to support student engagement.
- Direct Services - for Food Services for student engagement and activities.
- Purchase Orders will be provided to vendors to support student engagement/activities.
- 1 District provided Home School Liaisons (8 Hours) Spanish and 1 (6 Hours) Site-Funded Hmong to support and communicate with parents about student engagement opportunities.
- Provide students incentives/recognition for participation such as athletics and other Goal 3 school-wide activities.
- Supplemental materials, supplies, and resources such as:
  - Crafts and arts materials and other items required/needed to support student achievement, engagement in academics, arts, activities, and events.
  - Other consumable supplies for clubs.
  - Books and other reference materials as needed.

## 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.

## Family Engagement

### Describe inclusive opportunities to increase family engagement related to this action.

- Communicate with parents-during ELAC, SSC, and parent engagement opportunities to get input.

## Professional Learning

### Describe Professional Learning related to this action.

- 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 including learning days.

## Progress Monitoring: Outcomes

**Reasoning for using this action:** ☑ Strong Evidence

| Short-Term (Learning)<br>Expect to see | Medium-Term (Change in Behavior or Performance)<br>Want to see | Long-Term (Change in Condition)<br>Hope to see |
|---|---|---|
| *We will achieve these changes in knowledge and learning...*<br><br>Include how these outcomes will be measured and who will monitor them. | *Shape these behaviors...*<br><br>Include how these outcomes will be measured and who will monitor them.<br><br>Outcomes will be measured by growth from survey to survey.<br><br>Student surveys in the domain-Student-Engagement will increase by 3% from 80% to 82.4% as measured in the Fall 2025 Panorama Surveys. | *And ultimately achieve these impacts.*<br><br>Include how these outcomes will be measured and who will monitor them.<br><br>Outcomes will be measured by growth from survey to survey.<br><br>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. |

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.

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

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.

## The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

## Prop 28

## Action Details

College & Career Readiness

Vang Pao Elementary will provide all students with a variety of high-quality arts, music, and student engagement opportunities to expand creativity, increase engagement, and ensure equitable access for all learners.

Programs and Opportunities include, but are not limited to:

- **Student Clubs:** Dance (Folkloric, Hmong, Hip Hop, K-Pop, Stomp), Art Club, Anime Club, and additional interest-based clubs.
- **Music Education:** K–3 music instruction, recorders, band, and choir.
- **Performance & Enrichment Activities:** Pep & Cheer, Peach Blossom, Drama, Talent Show, Winter Program, and the Hmong DLI Showcase.
- **Schoolwide Events & Assemblies:** Rallies, parades, Success Shop, assessment incentive events, and other community-building assemblies.

**Monitoring & Equity of Access:**
Vang Pao staff will use Panorama Education survey data to monitor student engagement, ensure that all students have opportunities to participate, and identify students who may need additional support or encouragement to participate in arts, music, dance, or school-based activities.

**Student Voice & Recognition:**
Students will be recognized and celebrated for their participation and accomplishments in music, arts, and school events and activities. Students will also have opportunities to provide input on the types of activities and programs they prefer, ensuring offerings remain relevant and student-centered.

GELAP expenses for Arts Integration Teachers will be paid for by Proposition 28.

## Direct Instructional Services

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

Vang Pao Elementary will provide direct instructional services designed to increase student engagement, creativity, and access to high-quality arts, music, and enrichment programs. Instruction will integrate standards-aligned curriculum, culturally responsive practices, and enrichment opportunities that support the whole child.

To achieve this, the school will:

**High-Quality Arts & Music Instruction**

- Provide comprehensive arts and music instruction, including K–3 music, recorders, band, choir, and integrated visual and performing arts experiences within classroom instruction.
- Deliver lessons that promote collaboration, communication, and creativity through structured performances, showcases, and assemblies.

**Schoolwide Enrichment & Engagement Opportunities**

- Implement schoolwide enrichment activities such as dance clubs (Folkloric, Hmong, Hip Hop, K-Pop, Stomp), Art Club, Cheer, Drama, Talent Show, Peach Blossom, the Hmong DLI Showcase, and student assemblies that build engagement and belonging.
- Ensure all students have access to a variety of enrichment opportunities, including dance groups, arts activities, clubs, events, and performances.
- Provide all students with access to Prop 28-funded activities and clubs.
- Offer opportunities for students to participate in district and countywide events connected to select Prop 28 activities.

**Instructional Materials & Curriculum Support**

- Use high-quality instructional materials such as musical instruments, art supplies, costumes, performance equipment, and curriculum-aligned resources that support creativity and fine-arts development.

**Staff, Planning, and Capacity Building**

- Provide substitute coverage to support advisor planning and attendance at student engagement events (e.g., Peach Blossom, Hmong Dance, Folkloric, Hip Hop, Stomp).
- Provide supplemental contracts, extra time, or overtime for staff, as well as services from outside vendors or agencies, as needed.
- The Vang Pao PRIDE Team and ILT will plan opportunities for students to showcase their work and talents throughout the school year.

**Student Participation, Recognition & Equity Access**

- Provide funds for transportation, student entrance fees, and associated costs for engagement opportunities on and off campus.
- Provide student incentives and recognition for participation in schoolwide arts, dance groups, and Prop 28 activities.
- Maintain one district-provided Home School Liaison (4 hours, Spanish) to support communication with families regarding student engagement opportunities.

**Materials, Supplies & Operational Supports**

To implement the above services effectively, the following materials and supports will be provided:

- Additional copy machine and maintenance to support printing of student materials.
- Graphics-direct services for producing certificates and other resources supporting student engagement.
- Direct Food Services support for events and student activities.
- Purchase orders for vendors providing materials and services for student engagement.
- Supplemental materials and consumables for clubs, including arts and crafts resources, books, and reference materials needed to support student achievement, engagement, and participation.

## 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 performing in the Yellow threshold according to 2025 CA Dashboard for English Language Arts.*

*The Identified student groups Hispanic (HI) is performing in the Orange threshold as indicated in the 2025 CA Dashboard for English Language Arts.*

## Student Groups

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

Using Title I funds, the site will implement the following actions to support English Learner (EL) students, including Hispanic EL students. These Title I supports are designed to strengthen academic achievement, language development, and family engagement so students can fully participate in and benefit from the arts and music opportunities expanded through Prop 28.

**English Learner (EL) & Hispanic (HI):**

**Title I funds will provide:**

- A Certificated Tutor and three Teaching Fellows to deliver Tier 2 and Tier 3 foundational reading skills interventions using both push-in and pull-out models during the Blended Learning Block.
- Tablets, laptops, document cameras, and similar technology to support English language development and classroom learning.
- Materials and supplies for parent communication (translated notices, flyers, digital tools), including SSC, ELAC, Parent-Teacher Conferences, and academic/arts events.
- Babysitting services during parent meetings to remove barriers to participation.
- Home School Liaisons (HSL) who will connect with families, provide translation, conduct home visits, and ensure parents understand academic supports and Prop 28 arts opportunities.

**How this supports Prop 28:**

- Strengthening literacy and language skills ensures EL students can access and engage meaningfully in arts and music instruction (e.g., reading lyrics, scripts, music notation, instructions, and performance expectations).
- Increased confidence in foundational skills helps EL students participate more fully in Prop 28-funded clubs, performances, and activities.
- Technology provides EL students access to digital art tools, music platforms, rehearsal materials, and creative applications that complement Prop 28 arts instruction.
- Devices support communication, language acquisition, and multimodal learning, making Prop 28 arts and music programs more accessible.
- Ensures EL and Hispanic families receive clear, accessible communication about Prop 28 arts opportunities, performances, showcases, and clubs.
- Improved family engagement increases student participation in arts and music programs.
- HSL outreach ensures EL and Hispanic families are informed about Prop 28-funded arts and music programs, registration processes, performance schedules, and student recognition events.
- Home visits remove communication barriers and increase equitable access to schoolwide arts opportunities.

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

The use of 7090 and/or 7091 funds will strengthen academic achievement, language development, parent engagement, and staff capacity for EL and Hispanic students. These supports ensure students can fully benefit from the expanded arts and music programs funded through Prop 28 by removing academic, linguistic, and access barriers.

**English Learner (EL):**

**Using 7090 and/or 7091 funds, the site will provide:**

- Supplemental contracts for teachers and classified staff for tutoring, professional learning, PLC planning, data analysis, ELPAC administration, and student/parent engagement activities.

- One Certificated Tutor and 3 Teaching Fellows to deliver Tier 2 and Tier 3 reading foundational skills support through push-in and pull-out instruction during the Blended Learning Block.
- After-school TK–K foundational skills tutoring, inclusive of all English Learners.
- Instructional online licenses
- Tablets/laptops
- Document cameras and other classroom technologies
- Materials and supplies for parent communication and engagement in SSC, ELAC, Parent-Teacher Conferences, and other school events.
- HSL outreach, including parent communication and home visitations to support connection and engagement.
- Funds to support conference and travel fees for professional development related to English Learner instructional practices and meeting EL student needs.

**How this supports Prop 28:**

- These interventions build literacy, fluency, and confidence—skills that help EL students succeed in Prop 28 arts and music programs, including reading scripts, lyrics, choreography instructions, performance expectations, and participating in clubs
- Technology increases access to arts-integrated instruction, digital music platforms, visual arts tools, and performance preparation resources—helping EL students engage in multimodal creative learning.
- Clear, accessible parent communication ensures EL families understand and can support student participation in Prop 28 arts and music opportunities (performances, clubs, showcases, rehearsals, etc.).
- Stronger EL instructional practices help teachers integrate arts-based instruction effectively and ensure EL students access Prop 28 programs equitably.

**Hispanic (HI):**

Using **7090 funds**, the site will provide:

- Supplemental contracts for teachers and classified staff supporting tutoring, PLC planning, ELPAC assessment, professional learning, and student/parent engagement.
- One Certificated Tutor to deliver Tier 2 and Tier 3 foundational reading skills development through push-in/pull-out instruction.
- After-school TK–K Reading Foundational Skills tutoring, inclusive of Hispanic students and ELs.
- Instructional licenses
- Tablets/laptops
- Document cameras and related instructional technology
- Materials and supplies to support family engagement through SSC, ELAC, Parent-Teacher Conferences, and schoolwide events.
- Supports for improving communication with Spanish-speaking families.
- Conference and travel support for staff professional learning focused on serving English Learners, which benefits Hispanic EL students directly.

**How this supports Prop 28:**

- Hispanic students benefit from strengthened literacy and language readiness, increasing their ability to thrive in arts and music programming supported by Prop 28.
- Technology allows Hispanic students to participate in digital art platforms, music tools, creative software, and Prop 28-supported performances and rehearsals.
- Engaged, informed families help increase Hispanic student participation in cultural arts, music programs, performances, and Prop 28-funded enrichment activities.
- Trained staff are better equipped to deliver culturally relevant, accessible arts experiences aligned to Prop 28's goals.

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

**English Learner (EL):**

- Ensure equitable access to all Prop 28 arts and music programs by intentionally inviting and supporting EL students to participate in arts-based clubs, performances, enrichment opportunities, and schoolwide events (e.g., dance groups, choir, band, art activities, showcases).
- Provide counseling and interventions in students' primary language, when available, to help EL students fully access Prop 28 arts and music opportunities and to reduce language barriers to participation.
- Use the Home School Liaison (HSL) to ensure that all Prop 28 program information, permission slips, event details, and communication materials are accessible in families' primary languages so EL students and parents can fully engage.
- Utilize MTSS Tier 2 supports—including the Tier 2 Intervention Specialist, School Psychologist, and SPED Team—to build relationships and identify EL students who may require additional encouragement, scaffolding, or individualized outreach to participate in Prop 28 activities.
- Collaborate with outside agencies as needed to ensure EL students are connected to culturally responsive supports, enabling them to benefit from arts, music, and enrichment experiences supported by Prop 28.

**Hispanic (HI):**

- Ensure Hispanic students have equitable access to all Prop 28 activities, including arts and music clubs, performances, cultural dance groups, visual arts experiences, and schoolwide engagement events.
- Offer counseling and intervention services in students' primary language, when available, to ensure Hispanic students can navigate and participate confidently in Prop 28-funded arts and enrichment programs.
- HSLs will support Spanish-speaking students and families by providing translated communication for all Prop 28 activities, including schedules, event invitations, program requirements, and community arts opportunities.
- The Tier 2 Intervention Specialist, School Psychologist, and SPED Team will collaborate under MTSS to identify Hispanic students who may benefit from targeted outreach or individualized encouragement to engage in arts and music programs.
- Partner with outside agencies and cultural organizations to increase culturally relevant arts opportunities, helping Hispanic students feel represented and connected within Prop 28 programming.

## Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

N/A

## Professional Learning

Describe Professional Learning related to this action.

N/A

## Progress Monitoring: Outcomes

**Reasoning for using this action:** ☑ 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.

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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.

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Outcomes will be measured by growth from survey to survey.

Student surveys in the domain-Student-Engagement will increase by 3% from 85% to 87.5% as measured in the Fall 2026 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 2027 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.

# 2026-2027 SPSA Budget Goal Subtotal

## State/Federal Dept 0567 Vang Pao Elementary (Locked)

### G2 - The Whole Child (SEL and Engagement)

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|---|---|---|---|---|---|---|---|
| G2A3 | 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, and other engagement, etc. Goal 1-3, Actions 1-3. | 10,000.00 |

**$10,000.00**

## Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

## Positive & Collaborative Parent/Community & School Culture

## Action Details

**Community Engagement**

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.

## Direct Instructional Services

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.

- 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

## Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

N/A

## Professional Learning

Describe Professional Learning related to this action.

- 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 including learning days.

## Progress Monitoring: Outcomes

**Reasoning for using this action:** ☑ Strong 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.

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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.

## Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

## Build a Positive and Collaborative Staff Culture.

## Action Details

**Community Engagement**

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.

## Direct Instructional Services

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.

N/A

## 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

## Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

N/A

## Professional Learning

Describe Professional Learning related to this action.

- 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 including learning days.

## Progress Monitoring: Outcomes

**Reasoning for using this action:** ☑ Strong 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.

# 2026-2027 SPSA Budget Goal Subtotal

## State/Federal Dept 0567 Vang Pao Elementary (Locked)

### G3 - Operational Excellence

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|---|---|---|---|---|---|---|---|
| G3A1 | 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** | 1,600.00 |
| G3A1 | Title 1 Basic | Attendance & Social Work Servic | Local Mileag | | | HSL mileage for home visits to support Goals 1, 2, 3, 5: Actions 1-3. | 200.00 |
| G3A1 | 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 |
| G3A1 | 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, collaborative school culture for students, staff, parents, and the community, including food and other items as necessary. Direct services of on and off-campus field trips and engagement opportunities to support students' academic and social-emotional needs, as well as staff, families, and community engagement and culture, as addressed in Goals 1-5, Actions 1-3. | 20,360.00 |
| G3A2 | 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 |

**$28,160.00**

# 2026-2027 Budget Detail for Schools

## State/Federal Dept 0567 Vang Pao Elementary (Locked)

| Fund | Unit | Dept | Actv | Func | Obj | Obj Name | Personnel | Jobcode | Employeename | Fte | Action | Vendor / Purpose Of Expenditure | Budget |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 060 | 3010 | 0567 | 1110 | 1000 | 1120 | Teacher-Subs | | | | | G1A1 | 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. **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits | 5,000.00 |
| 060 | 3010 | 0567 | 1110 | 1000 | 1120 | Teacher-Subs | | | | | G1A1 | Teacher substitutes for Data Chats, PL, PLC+, Learning Days, planning, data analysis. **Budget lines for personnel include salaries and related benefits | 10,000.00 |
| 060 | 3010 | 0567 | 1110 | 1000 | 1160 | Teacher-Supp | | | | | G1A1 | Supplemental contracts for tutoring, PL, PLC+, and data analysis. **Budget lines for personnel include salaries and related benefits | 20,000.00 |
| 060 | 3010 | 0567 | 1110 | 1000 | 4200 | Bks & Ref | | | | | G1A1 | Instruction support software licenses will be provided such as Pear Deck, Reflex, etc. to support Goals 1-3, Actions 1-3. | 8,554.00 |
| 060 | 3010 | 0567 | 1110 | 1000 | 4300 | Mat & Supp | | | | | G1A1 | : Supplemental instructional materials and supplies for students and staff to support Goals 1-5, Actions 1-3. 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. **No Food or Incentives** | 4,503.00 |
| 060 | 3010 | 0567 | 1110 | 1000 | 5899 | Cons Svc/Oth | | | | | G1A1 | California Teaching Fellows Foundation : California Teaching Fellows Foundation: California Teaching Fellows Foundations: Contract to support Early Literacy Goal Actions 1 and 3. CA Teaching Fellows supports with Tier 2 and 3 reading foundational skills. | 49,021.00 |
| 060 | 3010 | 0567 | 1110 | 2495 | 2260 | Cls Sup-Sup | | | | | G1A3 | Babysitting to support parent engagement for meetings addressing Goals 1-5. **Budget lines for personnel include salaries and related benefits | 1,310.00 |
| 060 | 3010 | 0567 | 1110 | 2495 | 4300 | Mat & Supp | | | | | G3A1 | 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** | 1,600.00 |
| 060 | 3010 | 0567 | 1110 | 3130 | 5211 | Local Mileag | | | | | G3A1 | HSL mileage for home visits to support Goals 1, 2, 3, 5: Actions 1-3. | 200.00 |
| 030 | 7090 | 0567 | 1110 | 1000 | 1110 | Teacher-Regu | Tutor | T004 | Vang, May | 0.4375 | G1A1 | | 60,206.00 |
| 030 | 7090 | 0567 | 1110 | 1000 | 1120 | Teacher-Subs | | | | | G1A1 | 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. **Budget lines for personnel include salaries and related benefits | 20,000.00 |
| 030 | 7090 | 0567 | 1110 | 1000 | 1160 | Teacher-Supp | | | | | G1A1 | Supplemental contracts for tutoring, PL, PLC+, data analysis, ELPAC assessment, and staff/student/parent engagement. Supports Goals 1-5, Actions 1-3. **Budget lines for personnel include salaries and related benefits | 30,000.00 |
| 030 | 7090 | 0567 | 1110 | 1000 | 4300 | Mat & Supp | | | | | G1A1 | 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 parents and community, which may include food and various items as necessary. Direct services of on and off campus field trips and | 90,479.00 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 030 | 7090 | 0567 | 1110 | 1000 | 4300 | Mat & Supp | G1A1 | 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. | 90,479.00 |
| 030 | 7090 | 0567 | 1110 | 1000 | 4400 | Nc-Equipment | G1A1 | Purchase tablets/laptops and other necessary technology, such as printers, projectors, projector bulbs, document cameras, and Promethean Board accessories, to support instruction in students' academic and social-emotional learning and staff, parent, and community engagement to support Goal 1, Actions 1-3. | 2,500.00 |
| 030 | 7090 | 0567 | 1110 | 1000 | 5221 | Travel | G1A1 | Conference and travel fees will be provided to build the capacity of staff to support Goals 1-5, Action 1-3. | 40,000.00 |
| 030 | 7090 | 0567 | 1110 | 1000 | 5633 | Copier Maint | G1A2 | Copier lease for staff to use upstairs for instruction and SEL support to address Goals 1-5, Action 1-3. | 12,000.00 |
| 030 | 7090 | 0567 | 1110 | 1000 | 5721 | Direct Trans | G2A3 | Transportation for students as needed to promote student engagement for off-campus, extra-curricular activities, such as Student Leadership, Peach Blossom, and other engagement, etc. Goal 1-3, Actions 1-3. | 10,000.00 |
| 030 | 7090 | 0567 | 1110 | 1000 | 5723 | Direct-Maint | G1A1 | Direct maintenance for technological needs, such as radios, etc., and school needs. | 1,000.00 |
| 030 | 7090 | 0567 | 1110 | 1000 | 5767 | Direct-Food | G3A2 | 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 |
| 030 | 7090 | 0567 | 1110 | 2100 | 1320 | Crt Supr-Sub | G1A1 | Admin Substitutes for conferences to build the capacity of admin to support Goals 1-5, Actions 1-3. **Budget lines for personnel include salaries and related benefits | 5,964.00 |
| 030 | 7090 | 0567 | 1110 | 2495 | 2260 | Cls Sup-Sup | G1A1 | Supplemental contracts for classified staff to support parent engagement, interpretation, and translation. **Budget lines for personnel include salaries and related benefits | 4,091.00 |
| 030 | 7090 | 0567 | 1110 | 2495 | 4300 | Mat & Supp | G3A1 | 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 |
| 030 | 7091 | 0567 | 4760 | 1000 | 1120 | Teacher-Subs | G1A3 | 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. **Budget lines for personnel include salaries and related benefits | 21,000.00 |
| 030 | 7091 | 0567 | 4760 | 1000 | 1160 | Teacher-Supp | G1A3 | Supplemental contracts for tutoring, PL, PLC+ planning/data analysis, ELPAC assessment, staff/student/parent engagement. Supports Goals 1-5, Actions 1-3. **Budget lines for personnel include salaries and related benefits | 30,000.00 |
| 030 | 7091 | 0567 | 4760 | 1000 | 4300 | Mat & Supp | G3A1 | 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, collaborative school culture for students, staff, parents, and the community, including food and other items as necessary. Direct services of on and off-campus field trips and engagement opportunities to support students' academic and social-emotional needs, as well as staff, families, and community engagement and culture, as addressed in Goals 1-5, Actions 1-3. | 20,360.00 |
| 030 | 7091 | 0567 | 4760 | 1000 | 4400 | Nc-Equipment | G1A3 | 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 | 5,000.00 |
| 030 | 7091 | 0567 | 4760 | 1000 | 5221 | Travel | G1A3 | Conference and travel fees will be provided to build the capacity of staff to support Goals 1-5, Actions 1-3. | 10,000.00 |

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|---|---|---|---|---|---|---|---|---|---|
| 030 | 7091 | 0567 | 4760 | 2495 | 2260 | Cls Sup-Sup | G1A3 | Classified support-Interpret for parent engagement, such as ELAC, SSC, Parent-Teacher Conferences, etc. **Budget lines for personnel include salaries and related benefits | 8,000.00 |
| 030 | 7091 | 0567 | 4760 | 2495 | 4300 | Mat & Supp | G1A3 | : Parent materials and supplies to support parent engagement during school events and activities, such as SSC, ELAC, EL Reclassification, Parent Classes, etc. to support Goals 1-5, Actions 1-3. | 5,000.00 |
| | | | | | | | | | $481,788.00 |

| Funding Source Totals | Unit # | Budget Totals |
|---|---|---|
| Title 1 Basic | 3010 | $100,188.00 |
| Sup & Conc | 7090 | $282,240.00 |
| LCFF: EL | 7091 | $99,360.00 |
| **Grand Total** | | **$481,788.00** |

| Goal Totals | Budget Totals |
|---|---|
| G1 - Academic Growth and Achievement | $443,628.00 |
| G2 - The Whole Child (SEL and Engagement) | $10,000.00 |
| G3 - Operational Excellence | $28,160.00 |
| **Grand Total** | **$481,788.00** |